DOCUMENT RESUME

ED 296 105 CE 050 354

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TITLE	Curriculum Guide for Parent Education Programs (Including Special Sections for Rural Parents, Single Parents, Working Parents, and High Risk Parents). Columbia Basin College Parent Education Program.
INSTITUTION	Columbia Basin Coll., Pasco, Wash.
SPONS AGENCY	Washington State Board for Community Coll. Education, Olympia.
PUB DATE	May 87
NOTE	154p.; For related documents, see CE 050 351-353.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Adult Education; Child Abuse; Child Development; Community Colleges; *Cooperative Programs; Curriculum Guides; Discipline; *Early Childhood Education; Employed Parents; *Experiential Learning; *Group Activities; High Risk Persons; Learning Modules; Nutrition; One Parent Family; Parent Child Relationship; *Parent Education; *Parenting Skills; Parent Participation; Preschool Children; Rural Family; Sex Education; Stress Management; Toddlers; Two Year Colleges

ABSTRACT

This curriculum for parent education through cooperative preschools has a sequential approach, with topics developed for parents with different age children enrolled in the various laboratory settings. Introductory materials include the goals and objectives for community college parent cooperative programs, methods of presentation, and a curriculum matrix. Curricula are provided for parent/infant, parent/walkabout, and parent/toddler programs. Each consists of 11 modules in these areas: physical development, cognitive development, emotional development, social development, self-esteem, discipline, family relationships, stress, health and safety, nutrition, and toys and books. A module may consist of one or more topics, each presented in this format: instructional purpose, suggested activities to cover the topic, and helpful resources (publications, audiovisual aids, and handouts). Possible subjects for workshops are listed. Additional modules are presented that outline issues relevant to working parents, single parents, rural parents, and parents at risk. Most are suitable to an evening or weekend workshop mode. The format for each module includes instructional purpose, areas that may be covered, and helpful resources (publications, books for children, applicable parent education curriculum topics, audiovisual aids, handouts, and community resources). A quarterly curriculum for an agency-referred parent cooperative class is also provided. A resource list is appended. (YLB)

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Columbia Basin College Parent Education Program

Curriculum

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COLUMBIA BASIN COLLEGE
2600 North 20th Avenue
Pasco, Washington 99301

CURRICULUM GUIDE

for

PARENT EDUCATION PROGRAMS

(including special sections for:
Rural Parents, Single Parents, Working Parents,
and High Risk Parents)

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MAY 1987

This project was partially funded by the State Board for Community College Education with curriculum development monies from the Carl Perkins Vocational Education Act.

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FORWARD

This curriculum for Parent Education programs at Columbia Basin College was sponsored by the Washington State Board for Community College Education through funding made available for vocational curriculum development. It is a sequential curriculum with topics developed for parents with different age children enrolled in the various laboratory settings. It is hoped that this sequential approach will eliminate some of the repetition for those parents enrolled in the program for consecutive years and will enable these students to build on prior learning experiences. Modules included were selected by a Parent Education advisory committee as being representative of topics usually requested by parents enrolled in the program. As the Columbia Basin College Parent Education programs serve single parents, working parents, rural parents as well as high risk families, emphasis has been put on appropriate curriculum ideas for these groups as well as general topics relating to all parents. This curriculum is designed to be a resource to Parent Education instructors. It is not intended to be an inflexible curriculum guide, but used to implement the course of instruction selected by the students enrolled as being most meaningful to their current needs and stage of parenthood.

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GOALS AND OBJECTIVES FOR COMMUNITY COLLEGE PARENT COOPERATIVE PROGRAMS

TO THE INSTRUCTOR:
It will help instructors to implement this parent education curriculum if they are cognizant of the Goals and Objectives for Community College Parent Cooperative Education Programs as established by the State Board for Community College Education.

GOALS: The goal of Washington community college parent cooperative preschool education programs is to improve the parenting skills for parents of preschool children.

OBJECTIVES:

a. To develop realistic age-level expectations from knowledge learned in Parent Education classes.
b. To clarify child-rearing values and attitudes and to explore methods of child guidance.
c. To learn about the physical needs of family members: nutrition, safety, first aid, childhood illnesses, exercise and stress management.
d. To experience and understand the role of parent involvement in maintaining quality learning environments for children.
e. To develop skills and practice in teaching young children in the following areas: art, science, concept development language, music, motor skills and cooperative play.
f. To share support, consultation, and resource information concerning childbearing and family life.
g. To learn about contemporary family concerns such as child abuse, divorce, sexual assault, illness, death, and family resource management.
h. To develop skills in group organization and leadership.
i. To develop and/or increase confidence in managing the demanding role of parents in a changing society.
j. To strengthen family communication and relationships.

METHODS OF INSTRUCTION AND COURSE STANDARDS:

As in other vocational courses, parent education through cooperative preschools is based upon application of theoretical knowledge in a laboratory setting. Theoretical material is presented in parent seminars by a college instructor. A college instructor in the laboratory preschool assists parents to apply theoretical knowledge.

METHODS OF PRESENTATION

The Parent Education instructor cannot be an "expert" in all aspects of the curriculum. The task of the Parent Educator is to know how to best present the curriculum topic to meet the needs of the students. The following methods are suggested:

1. Lecture/discussion by Parent Education instructor
2. Community resource guest speaker
3. Audio-visual presentation and discussion
4. Panel discussion
5. Workshop format
6. Use of resources listed in individual curriculum modules.

Topics included in this curriculum guide are not always intended to be covered in one class session. Allowance has been made for groups needing more class time on certain subjects, as well as for inclusion of topics such as those listed "workshops" on the Curriculum Matrix.

PARENT EDUCATION CURRICULUM MATRIX

	DISCIPLINE VI	FAMILY RELATIONSHIPS VII	STRESS VIII	HEALTH AND SAFETY IX	NUTRITION X	TOYS AND BOOKS XI	WORKSHOPS XII
INFANTS	1. Guidance & Routines 2. Setting Limits	1. Mothering 2. Fathering 3. Intimacy (Romance)	1. Adjusting to Parenthood 2. Holidays & the New Family	1. The "Well" Baby 2. Sleep Patterns and Problems 3. Babysitting 4. Auto Safety 5. Water Safety	1. Weaning & Intro. to Solids	1. Safe Toys for Infants	Possible Workshop for all Groups: 1. Homemade Toys 2. Sewing 3. Appropriate Creative Activities 4. Unplug the Christmas Machine 5. Puzzle Worksho
WALKABOUTS	1. Temper Tantrums 2. Setting Limits	1. Role Expectations 2. Physical & Emotional Abuse Prevention	1. Time Management	1. Sleep Problems 2. Traveling 3. Safety in the Home	1. Basic Food Groups & Portion Size	AGE APPROPRIATE TOYS AND BOOKS	
TODDLERS	1. Independence	1. Sibling Rivalry	1. Stress in Children	1. Dental	1. The Picky Eater		
PRESCHOOL	1. Exploring Theories	1. Conflict Resolution Abuse	1. Parent Burnout	1. Sex Educ. 2. Sexual Abuse 3. Child Abuse 4. Day Care	1. Cooking with Children 2. Snacks for 3-5 Year Olds		

PARENT EDUCATION CURRICULUM

	PHYSICAL DEVELOPMENT I	COGNITIVE DEVELOPMENT II	EMOTIONAL DEVELOPMENT III	SOCIAL DEVELOPMENT IV	SELF-ESTEEM V
INFANTS	1. Developmental Milestones (0-12 Months)	1. How a Baby Thinks 2. Infant Stimulation	1. Separation Anxiety (Parent's) 2. Bonding	1. Language Development 2. Crying	1. Parent's Self-esteem 2. Assertiveness (Dealing with Criticism)
WALKABOUTS	1. Growth and Development (12-24 Months) 2. Toilet Training	1. How the Two Year Old Learns	1. Separation Anxiety (Child's)	1. Language Development	1. Exploring Behavior, Terrific Twos 2. Mealtimes 3. Snacks for 1-2 Year Olds
TODDLERS	1. Growth and Development (24-36 Months)	1. Importance of Play	1. Anger 2. Temperament 3. Fears	1. Preschool Selection 2. Sharing 3. Unacceptable Behavior	1. Four Styles of Parenting
PRESCHOOL	1. Growth and Development (36-60 Months)	1. Play and Learning Environments 2. Kindergarten Readiness	1. Separation Anxiety 2. Death and Dying	1. Language Problems & Delays 2. Television	1. Child's Self-Esteem

PARENT/INFANT CURRICULUM

MODULE: **Physical Development**

TOPIC: **Developmental Milestones (0-12 Months)**

INSTRUCTIONAL PURPOSE: Physical development during the first year is a process by which the baby grows, develops body structure, and body functions become more complex. Many factors influence a baby's size and developmental timetable; and, no two babies are alike. Goals in covering this topic are: 1) to familiarize parents with the developmental stages; 2) to stress that each baby develops at his or her own rate; 3) to offer suggestions for ways parents can set the stage, offer encouragement, and have appropriate playthings and equipment available.

Coverage of this topic could include, but not be limited to, the following:

- Presentation of an overview of physical development in the first year, emphasizing that certain behaviors must be mastered before new ones can be learned
- Children of the same age may be at different developmental levels due to individual variations
- Explanation of physical/motor activity develops from the head area down, and from the midline of the body to the extremities. Large muscles usually develop before small ones.
- Girls are four weeks ahead of boys in skeletal frame development at birth.
- Discuss things a parent can do to set the stage for new developmental tasks by offering encouragement, and having the home environment suitably arranged.

HELPFUL RESOURCES

Publications:

Brooks, Jane B., The Process of Parenting, Mayfield Publishing Co., 1987.
Caplan, Frank, ed., The First Twelve Months of Life, Grosset and Dunlap, 1971.
Early, George H. et. al., Growing Child, Lafayete, Ind: Dunn & Hargitt, 1980. (updated annually).
Johnson and Johnson, The First Wondrous Year, Mac Millan, 1979.
Karnes, Merle B., You and Your Small Wonder, American Guidance Service, 1982.
Lipsitt, Dr. Lewis P. (gen. consultant), Your Baby's First Year, Time-Life Books, Inc.
Prudden, Suzy, Creative Fitness for Your Baby and Child, Workman, 1983.
Rothenberg, Annye B., et. al, Parentmaking, The Banster Press, 1981.
Segal, Marilyn, Your Child at Play From Birth to One Year, Newmarket, 1985.
White, Burton, Parents Guide to the First Three Years, Prentice-Hall, 1980.

Audio Visual Aids:

"Physical Growth and Motor Development", Human Development: the First 2 1/2 years, slides from Concept Media, Tray #2.

Handouts:

"Normative Study of Motor Development at Various Ages" from Berelson and Steiner, # I.-1.
Washington Guide to Promoting Child Development, # I.-2.
Walkers and Bouncers May be Dangerous, # I.-3.

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PARENT/INFANT CURRICULUM

MODULE: **Cognitive Development**

TOPIC: **How A Baby Thinks**

INSTRUCTIONAL PURPOSE: A baby makes many discoveries about the world during the first 12 months of life. Parents can take advantage of many everyday experiences to help stimulate the intellectual development of the baby. The goals in covering this topic are: 1) to guide parents' understanding of intellectual development and of how a baby thinks; 2) to give parents an opportunity to discuss things they can do to aid this process.

Coverage of the topic could include, but not be limited to, the following:

- Aids in intellectual development: love, patience and understanding; companionship and conversation; a safe environment for exploration.
- Observation of babies, and how they use their bodies
- Explanation that in normal development, an infant with all five senses functioning will react to internal needs, but also will be alert and react to the outside world
- Definition of intelligence: the ability to learn (not book learning or knowledge)
- Discussion of how curiosity and reinforcement aid learning
- Discussion of how to present opportunities for exploration of the world
- Presentation of the ages and stages (what baby can do and when), emphasizing that each child develops according to an individual time-clock
- Presentation of drawbacks to early "formal" teaching: the hurried child and elementary school burnout

HELPFUL RESOURCES

Publications:

Burck, Frances W., Babysense, St. Martin's Press, 1979.
Eastman, Peggy and Dr. John L. barr, Your Child is Smarter Than You Think, 1985.
Ilg, Frances L. and Louise Bates Ames, Child Behavior, Harper and Row, 1955.
Koch, Jaroslav, Total Baby Development, Wyden/Playboy Publications, 1977.
Leach, Penelope, Your Baby and Child, Alfred A. Knopf, 1981.
LeHane, Stephen, Help Your Baby Learn, Prentice-Hall, 1976.
Lipsitt, Dr. Lewis P. (gen. consultant), Your Baby's First Year, 1986.
White, Burton, The First Three Years of Life, Avon, 1975.

Audio Visual Aids:

"Development of Understanding", Human Development: The First 2 1/2 Years, slides from Concept Media, Tray #3.
"Seeing Infants With New Eyes" by Magda Gerber, NAEYC, videotape # 852.
"Babies and Child Care" by Burton White, MAEYC, videotape #881.

Handout:

"What Goes on in Baby's Mind?" by Ira Gordon, # II.-7

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PARENT/INFANT CURRICULUM

MODULE: **Cognitive Development**

TOPIC: **Infant Stimulations**

INSTRUCTIONAL PURPOSE: One way an infant learns is through various stimulating activities. The goals in covering this topic are: 1) to give suggestions for things to do to stimulate growth and development, 2) to have fun together, 3) to provide examples of activities utilizing several resources.

Coverage of this topic could include, but not be limited to, the following:

- Times to play: changing, feeding, and bathing
- Discussion of how various activities stimulate the senses
- Presentation of information about how activities relate to developmental milestones
- Explanation of games, exercises, massage and music
- The relationship between stimulation and how much an individual baby can tolerate, based upon temperament, etc.

HELPFUL RESOURCES

Publications:

Athina, Aston, How to Play With Your Baby, Fountain Publishers, 1971.
Gordon, Ira, Baby Learning Through Baby Play, St. Martin's Press, 1970.
Grasselli, Rose and Priscilla Hegner, Playful Parenting, Perigee Books, 1981.
Lakeshore, Great Beginnings (Curriculum Activity File), Lakeshore Curriculum Materials, 1983.
Leach, Penelope, Your Baby and Child, Alfred A. Knopf, 1981.
White, Burton, The First Three Years of Life, Avon, 1975.

Audio Visual Aids:

"Seeing Infants with New Eyes", Magda Gerber, NAEYC (Videotape #852).

Handout:

"Developmental Interactions", # II.-6.

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PARENT/INFANT CURRICULUM

MODULE: **Emotional Development**

TOPIC: **Separation Anxiety (Parents')**

INSTRUCTIONAL PURPOSE: Once the adjustment to parenthood and meeting a newborns' needs have been accomplished, parents need to spend time away from the baby on occasions---as a couple and independently. They need to meet their own needs so they can continue to meet those of their baby. Fathers can go to work and continue with pre-baby routines, but more often mothers have stopped work, for at least a time, and have made major changes in daily routines. Having become so totally focused on the baby, parents harbor feelings of fear and guilt at the thought of leaving their child. The goals in covering this topic are: 1) to help parents deal with feelings of separation anxiety; 2) to work out strategies for coping.

Coverage of the topic could include, but not be limited to, the following:

- Explanation of the love affair that exists between mother and baby
- Discussion of when and how to leave baby; quality, not quantity, time is important
- Clarification of the advantages to getting out
- Discussion of the things parents can do to make leaving easier for the child and themselves
- Discussion of the triad of feelings that accompany this anxiety (sadness, fear and guilt); and suggestions for coping with these feelings

HELPFUL RESOURCES

Publications:

Brazelton, T. Berry, Infants and Mothers, Delacorte Press, 1976.
Dorman, Marsha and Diane Klein, How To Stay Two When Baby Makes Three, Ballantine Books, 1984.
Leach, Penelope, Your Baby and Child, Alfred A. Knopf, 1981.
Lipsitt, Dr. Lewis P. (general consultant), Your Baby's First Year, Time-Life Books, Inc., 1986.
Plutzik, Roberta and Maria Laghi, The Private Lives of Parents, Everest House, 1973.

Audio Visual Aids:

"What Every Body Knows: The Working Parent, Divorce, Separation and Your Child's Development", Family Home Entertainment, Tomorrow Entertainment, Inc., 1984-85 (videotape).

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Handouts:

"Learning to Say Goodbye" by Eda LeShan, # III-12

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PARENT/INFANT CURRICULUM

MODULE: **Emotional Development**

TOPIC: **Bonding**

INSTRUCTIONAL PURPOSE: Bonding---forming an attachment to one primary care giver---is an important part of an infant's emotional development. By learning how to give and receive love within this relationship, the child can later respond to, and love other people. Goals in covering this topic are: 1) to help parents gain an understanding of the bonding process; 2) what they can do to strengthen the bonds with their babies.

Coverage of the topic could include, but not be limited to, the following:

- Clarification of what bonding is and when it begins
- Description of what happens if bonding does not occur
- Discussion of how a trust relationship---an intimacy---is built
- The importance of early bonding to a child's feeling of self-worth
- Presentation of an overview of emotional development during the first year; include a discussion of Stranger Anxiety (4-5 months)

HELPFUL RESOURCES

Publications:

Brazelton, T. Berry, Infants and Mother, Delacorte Press, 1976.
Chess, Stella, Alexander Thomas and Herbert G. Birch, Your Child is a Person, Penguin Books.
Greenspan, Stanley, First Feelings, Viking, 1985.
Klaus, Marshall H., M.D., Parent-Infant Bonding C. V. Mosby, 1982.
LeBoyer, Frederick, Loving Hands, Alfred A. Knopf, 1976.
Lipsitt, Dr. Lewis P. (general consultant), Your Baby's First Year, Time-Life Books, Inc., 1986.
Smart, Mollie and Russell C., Infants: Development and Relationships, MacMillan, 1973

Audio Visual Aids:

"Love Takes on New Meaning", The Growing Parent, # 15.
"The Subject is Love" and "The Need for Attention", Love and Identity, # 20, from Parents Magazine Films, Inc., 1974 (filmstrip and audio tapes).
"Emotional and Social Development, Part I", Human Development: The First 2 1/2 Years, slides from Concept Media, Tray # 5.

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PARENT/INFANT CURRICULUM

MODULE: **Social Development**

TOPIC: **Language Development**

INSTRUCTIONAL PURPOSE: Parents help infants learn to communicate by listening to their cooing and babbling, as well as by talking to them. Infants learn words and language by listening to the words and expression of people who care for them, and by watching the caregivers' responses to their noises and sounds. Goals in covering this topic are: 1) to help parents develop an awareness of "normal" language development---especially as it relates to receptive language in the first year of life; 2) emphasize that language, like all other areas of development, is dependent upon individual maturation and growth.

Coverage of the topic could include, but not be limited to, the following:

- Definition of language---receptive and expressive
- Discussion of the sequence of the development of language:
  - crying; differentiation of the crying sounds
  - babbling; repeating syllables
  - imitating sounds and noises (parent and baby)
  - first meaningful word
  - jargon (similar to babbling, but many different syllables are used; and it imitates rhythm of adult speech)
  - two word sentences
- Parental responses and aids to development
- Importance of talking to baby in first year
- Multicultural language experiences and difficulties

HELPFUL RESOURCES

Publications:

CEBCO, Teach Your Child to Talk, Standard Publications, 1975.
deVilliers, P. and J. deVilliers, Early Language, Harvard University Press, 1979.
Leach, Penelope, Your Baby and Child, Alfred A. Knopf, 1981.
Lipsitt, Dr. Lewis P. (gen. consultant), Your Baby's First Year, Time-Life Books, 1986.

Audio Visual Aids:

"How Language Grows", Preparing the Child for Learning (# 4), from Parents Magazine Films, 1973 (filmstrip and audio tape).
"Language Development", Human Development: The First 2 1/2 Years, slides from Concept Media, Tray # 7.

Community Resources:

Speech and Language Therapist: See local telephone directory, yellow pages.
Pamphlet "Partners in Language", free from:
The American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

Handout:

"Stages of Language Development" by Marti Carl, # IV.-16

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PARENT/INFANT CURRICULUM

MODULE: **Social Development**

TOPIC: **Crying**

INSTRUCTIONAL PURPOSE: Crying brings a powerful response from a baby's caregivers. Parents will do almost anything to stop the baby crying, yet it is through crying that babies communicate. Goals in covering this topic are: 1) to help parents understand why babies cry; 2) to discuss and determine what response they will make to their babies' cries; 3) to relate crying to schedules, patterns and routines in life with an infant.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of why babies cry
- Description of different types of cries and how crying changes with infant's age
- Sharing and exchanging ideas on how to respond to different cries
- Discussion of: Can you spoil a baby by responding to a cry? What happens when baby is left to "cry it out"?
- Discussion of colic
- Relationship of fussiness to individual patterns, schedules, routines and temperament

HELPFUL RESOURCES

Publications:

Brazelton, T. Berry, Infants and Mothers, Delacorte Press, 1976.
Brooks, Jane B., The Process of Parenting, Mayfield Publishing Co., 1987.
Clarke, Jean Illsley, et. al., Help! For Parents of Babies: Newborn-6 months, Harper and Row, 1986.
Jones, Sandy, Crying Baby, Sleepless Nights, Warner Books, 1983.
Lipsitt, Dr. Lewis P. (gen. consultant), Your Baby's First Year, Time-Life Books, Inc., 1986.
Rothenberg, Annye B., et. al, Parentmaking, The Banste Press, 1981.
Sears, William, M>D>, The Fussy Baby, La Leche League, 1985.
Weissbluth, Marc, Crybabies, Coping With Colic: What to do When Baby Won't Stop Crying, Arbor House, 1984.

Handout:

"The 9 Why's of Crying" by Lucy Helen Dunn, # IV.-17

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PARENT/INFANT CURRICULUM

MODULE: **Self-Esteem**

TOPIC: **Parent's Self-Esteem**

INSTRUCTIONAL PURPOSE: Giving and receiving emotional support is essential to every human relationship. A parent who feels good about self and the job being performed will respond positively to the baby. feeling good about one's role and identity as a parent enables that parent to give and receive the support needed from others. Goals in covering this topic are: 1) to use self-awareness to discuss feelings parents in the group have about themselves as parents; 2) to discuss ways to develop emotional support systems; 3) to leave the class session feeling more confident.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of feelings about themselves as parents
- Presentation of ways to develop emotional support systems
- Presentation of student involvement activity: cut out paper dolls for each parent (18" high); write positive comments on doll; slowly criticize "her", and with each criticism, tear off a piece of the doll, until it is "ripped to pieces"
- Presentation of self-esteem building strategies, i.e., exercise, clothes, make-up, methods of shedding negative images, dating, etc.

HELPFUL RESOURCES

Publications:

Brooks, Jane B., The Process of Parenting, Mayfield Publishing Co., 1987.
Clarke, Jean Illsley, Self-Esteem: A Family Affair, Winston Press, 1978.
LeShan, Eda, What Makes Me Feel This Way: Growing Up With Human Emotions, McMillan, 1974 (A book written for kids, but good for adults).
Plutzik, Roberta and Maria Laghi, The Private Lives of Parents, Everest House, 1973.
Satir, Virginia, Peoplemaking, Science and Behavior Books, 1972.
Steiner, Claude, The Original Warm Fuzzy Tale, Transactional Publications, 1977.

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PARENT/INFANT CURRICULUM

MODULE: **Self-Esteem**

TOPIC: **Assertiveness (Dealing with Criticism)**

INSTRUCTIONAL PURPOSE: New parents are vulnerable to criticism from people around them. Goals covering this topic are: 1) to discuss ways parents can deal with criticism they face, and 2) to put criticism in proper perspective; and 3) to learn how to use assertiveness to feel in control of their roles as parents

Coverage of the topic could include, but not be limited to, the following:

- Definition of assertiveness
- Distinguishing assertiveness from hostile or submissive behavior
- Examples from class members' personal experiences of criticisms they face as new parents
- Tips for disagreeing
- Tips for handling criticism
- Role playing
- Sharing of suggestions for dealing with criticism

HELPFUL RESOURCES

Publications:

Albert, Robert e., Ph.D. and Michael L. Emmons, Ph.D., Your Perfect Right, Impact, San Louis Obispo, CA, 1970.
Bloom, Lynn Z., Karen Coburn and Joan Pearlman, The New Assertive Woman, Dell Books, 1975.
Clarke, Jean Illsley, Help! For Parents of Infants from Birth-6 Months, and Help! For Parents of Infants from 6-18 Months, Harper and Row, 1986.
Friedman, Sonya, Smart Cookies Don't Crumble, Pocket Books, 1985.
James, Jennifer, Success is the Quality of Your Journey, published by the author, 1983.
Seattle-King County N.O.W., Assert Yourself, National Organization for Women, November 1974.

Audio Visual Aids:

"Assertion Training" by Research Press, Co., 1977 The Art of Parenting, audio tape and filmstrip).

Handout:

"Tips for Disagreeing and Handling Criticism", # V.-24

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PARENT/INFANT CURRICULUM

MODULE: **Discipline**

TOPIC: **Guidance and Routines**

INSTRUCTIONAL PURPOSE: Discipline is part of the process of socialization through which children learn to become members of society. As they grow and gain maturity, they will be guided by their own inner controls. However, parental guidance gives the exploring infant an idea of what is expected. Goals in covering this topic are: 1) to become aware of reasonable discipline techniques for infants; 2) to discuss how to give loving instruction yet firm, consistent and realistic limits; 3) to explain how the use of praise and encouragement bring about more acceptable behaviors.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of discipline techniques that were used with class members by their own parents
- Discussion of what students hope to accomplish through the use of discipline
- Emphasis on realistic expectations of a child this age
- Explanation of necessity of routine in a young child's life
- Discussion of reasons for misbehavior (curiosity, exploratory drives, fatigue, illness, attention-seeking, outlet for frustration and anger, etc.)
- Presentation of simple methods to use with child under 12 months of age, including: distraction; interruption; removal; reorganization; voice control; and positive reinforcements
- Caution against use of negative reinforcement, i.e. spanking

HELPFUL RESOURCES

Publications:

Brooks, Jane B., The Process of Parenting, The Mayfield Publishing Co., 1987.
Clarke, Jean Illsley, et. al, Help! For Parents of Babies 6-18 Months, Harper and Row, 1986.
Leach, Penelope, Your Baby and Child, Alfred A. Knopf, 1981.
Tomlison-Keasey, Carol, Child's Eye View, St. Martin's Press, 1980.
White, Barton, The First Three Years of Life, Avon, 1975.

Columbia Basin College

Handouts:

"What Makes a Spoiled Baby?" by Ruth Holter (from Seattle Central Community College). # VI.-28.
"In Defense of Schedules". # VI.-29

PARENT/INFANT CURRICULUM

MODULE: **Discipline**

TOPIC: **Setting Limits**

INSTRUCTIONAL PURPOSE: An optimum time to start setting limits is when the baby begins crawling. It is not coincidental that this is approximately the same age that the child begins to understand "no". Limits should be based mainly on safety at this age, and must be consistently enforced to be effective. Goals in covering this topic are: 1) to help parents' understand that the baby's "job" at this age is to explore; 2) to help the parents realize the house should be baby-proofed and rules and limits should be reasonable and age-appropriate.

Coverage of the topic could include, but not be limited to, the following:

- Review of some developmental information (exploration is how a young child learns)
- Discussion of the importance of being consistent
- Emphasis on the idea that limits are for child's safety and parent's comfort
- Discussion of problems of class members and development of suggestions for handling them.

HELPFUL RESOURCES

Publications:

Ames, Louise B., et. a., Your One Year Old, Dell, 1981.
Chess, Stella, Alexander Thomas and Herbert G. Birch, Your Child Is A Person, Penguin Books, 1977.
Clarke, Jean Illsley, et. al., Help! For Parents of Babies Newborn - 6 Months, and Help! For Parents of Babies 6-18 Months, Harper and Row, 1986.
White, Burton, The First Three Years of Life, Avon, 1975.

Audio Visual Aids:

"The Wonderful Busy Ones" by Jean Illsley Clark, J. I. Consultants, (18 minute audiotape).

PARENT/INFANT CURRICULUM

MODULE: **Family Relationships**

TOPIC: **Mothering Roles**

INSTRUCTIONAL PURPOSE: Mothering is one of the most vital and important tasks a woman will ever undertake. It is a job which should be taken seriously. Additionally, it is a job filled with fun, humor and rewards. Goals in covering this topic are: 1) to help mothers accept themselves and their possible imperfections in mothering; 2) to explore feelings about motherhood in general; 3) to clarify expectations for mothering.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of a mother's traditional role and what being a mother means to the individuals in the group
- The advantages associated with being a mother
- Expectations and reasonable goals for mothering
- Sharing with other class members the feelings, doubts, frustrations and joys about mothering

HELPFUL RESOURCES

Publications:

Brazelton, T. Berry, Infants and Mothers, Delacort Press, 1976.
Brooks, Jane B., The Process of Parenting, Mayfield Publishing Co., 1987.
Burck, Frances Wells, Mothers Talking, St. Martin's Press, 1986.
Clarke, Jean Illsley, Self-Esteem: A Family Affair, Winston Press, 1978.
Massie, Suzanne, "Getting to Know You" from Parenting, The Banster Press, 1981.
McBride, Angela, The Growth and Development of Mothers, Harper and Row, 1973.
Plutzik, Roberta and Maria Laghi, The Private Lives of Parents, Everest House, 1973.
Rothenberg, Annye B., et. al, Parentmaking, The Banster Press, 1981.
Skaggs, Merrill M. and Virginia Barber, The Mother Person, Schocken Books, 1975.

Audio Visual Aids:

"Opportunities for Self-Understanding", Getting to Know You (#15), from the Understanding Parenhood filmstrip series by Parents Magazine Films, Inc., (filmstrip and audio tape) 1974.
"Parenting: Fathers, Mothers, and Others", filmstrip and audio tape from Education Relations Department, J. C. Penney Co., 1975.

Handout:

"A New Mother's Confessions of Ambivalence" by Nancy Kelton; from *Parentmaking*, page 94, # VII.-34.

PARENT/INFANT CURRICULUM

MODULE: **Family Relationships**

TOPIC: **Fathering**

INSTRUCTIONAL PURPOSE: One of the factors affecting a boy or a girl is the relationship established with both parents. Goals in covering this topic are: 1) to provide an opportunity for fathers to share experiences and child-raising concerns; 2) to explore questions mothers and/or fathers may have about fathering; 3) to define role expectations for fathering.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of non-sexist up-bringing and sex-role stereotyping within the household
- Discussion of how fathering the infant is the foundation for later relationships with children
- Discussion of the father's role in discipline and limit setting (when and how)
- For a Dad's Day: explanation of parenting classes; introductions: fathers tell something that pleases them about themselves and their babies; discussion of common feelings and questions
- Also could be covered in parenting class: interview with a father/ specialist; nurturing: feminine/masculine; mother as primary caregiver of infant; father's general role

HELPFUL RESOURCES

Publications:

Brazelton, T. Berry, "A Loving Dad Makes a Happy Childhood", Family Circle Magazine, September 3, 1985.
Danzinger, Dennis, Daddy ,1987.
Dodson, Fitzhugh, How to Father, New American Library, 1975.
Greene, Bob, Good Morning Merry Sunshine, Penguin Books, 1985.
Parke, R. D., Fathers, Harvard University Press, 1981.
Pogrebin, Letty, Growing Up Free: Raising Your Child in the 80's, Bantam Books, 1980.
Sullivan, S.A., The Father's Almanac, Doubleday, 1980.

Audio Visual Aids:

"Parenting: Fathers, Mothers, and Others", filmstrip and audio tape from Education Relations Department, J. C. Penney Co., 1975.

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PARENT/INFANT CURRICULUM

MODULE: **Family Relationships**

TOPIC: **Intimacy (romance)**

INSTRUCTIONAL PURPOSE: Being a parent is a very time-consuming job which in the first year often takes precedent over the couple's relationship. Goals in covering this topic are: 1) to focus on the couple relationship; 2) to discuss the planning that may be necessary to create conditions for romance once a baby is part of the family.

Coverage of the topic could include, but not be limited to, the following:

- Explanation of the evolution of the couple relationship: courtship, romance, length of marriage
- Discussion of the changes that have taken place (as a couple) since becoming parents
- Discussion of how childbirth affects marital sex
- Romance: Individual perceptions of what triggers romance; planning for romance with a baby
- Discussion of the new mother's feelings about attractiveness (physical appearance, exercise, new clothing)
- Clarification of the need for open communication; focus on things you each love
- Suggestions for private time for parents(at home and outside the home)

HELPFUL RESOURCES

Publications:

Brooks, Jane B., The Process of Parenting, Mayfield Publishing Co., 1987.
Brace, Pan and Peggy Jones, The Side-Tracked Home Executives, "The Happiness File", Binford and Mort, 1979.
Clarke, Jean Illsley, et. al, Help! For Parents of Babies, Newborn-6 Months, Harper and Row, 1986.
Dorman, Marsha and Diane Klein, How To Stay Two When Baby Makes Three, Ballantine Books, 1984.
McGinnis, Alan, The Romance Factor.
Shedd, Charles W., The Best Dad is a Good Lover, Sheed and Ward, 1977.

Audio Visual Aid:

A romantic scene from a movie may be shown, such as the sailboat scene from High Society with Grace Kelly and Bing Crosby.

Audio Visual continued:

"What About Fathers?", Children (#13), from the Understanding Parenthood filmstrip series by Parents Magazine Films, Inc., (filmstrip and audio tape), 1974.

"What Every Baby Knows: On Being a Father", Family Home Entertainment, Tomorrow Entertainment, Inc., videotape, 1984-85.

Handout:

"Father Forgets" by Livingston Larned, #VII.-35.

PARENT/INFANT CURRICULUM

MODULE: **Stress**

TOPIC: **Adjusting to Parenthood**

INSTRUCTIONAL PURPOSE: The arrival of a baby changes nearly every aspect of a married couple's life. However, much of what is learned about babies and parenting comes after, not before, the baby. Goals in covering this topic are: 1) to help parents understand that building a family unit and developing a family style will take time, consideration and compromise; 2) to discuss the joys and frustrations of parenting; 3) to present the stages in the development of the parental role.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of the "couple" as a threesome
- Discussion of the four stages in the development of the role of the parent; motherhood not always primary role of women today; role of nurturing
- Emphasis on the need for communication between parents
- Explanation of parenting as a process---an interaction between parent and child
- Definition of expectations of parents in group
- Discussion of joys and frustrations--Are they balanced?

HELPFUL RESOURCES

Publications:

Biller, Henry and Dennis Meredith, Father Power, Doubleday, 1977.
Brooks, Jane B., The Process of Parenting, Mayfield Publishing Co., 1987.
Boston Women's Health Collective, "Beginning Parenthood", Ourselves and Our Children, Random House, 1978.
Dodson, Fitzhugh, How to Parent, New American Library, 1970.
Eastman-Kodak (Ed), Photographing Your Baby, Addison-Wesley, 1984.
Galinsky, Ellen, Between Generations: The States of Parenthood, Time Books 1981.
Lipsitt, Dr. Lewis P., Your Baby's First Year, Time-Life Books, Inc., 1986.
Rothenberg, Annye B., et. al, Parentmaking, The Banster Press, 1983.
Weinfeld, Nanci, Helpful Tricks for New Moms and Dads, Rand McNally & Co., 1980.
White, Burton, Parent's Guide to the First Three Years, Prentice-Hall, 1980.

Audio Visual Aids:

"The Important Infants, Birth-6 Months" by Jean Illsley Clarke, J. I. Clarke Consultants (audio tape, 13 minutes)

Audio Visual Aids continued:

"Parents Have Rights, Too" by the DeBolts, Meeker Foundation, (tape 1, side 2), 1983.
"What Every Baby Knows: Guide to Adjusting to Parenthood", Family Home Entertainment, Tomorrow Entertainment, Inc., (video tape), 1984-85.

Handout:

"Survival Tips for New Parents", # VIII.-39

PARENT/INFANT CURRICULUM

MODULE: **Stress**

TOPIC: **Holidays and the New Family**

INSTRUCTIONAL PURPOSE: With the arrival of a new family member, the celebrations centered around the holidays take on new importance. The goals in covering this topic is to guide parents in planning so they will enjoy the holiday and thus avoid the post-holiday letdown.

Coverage of the topic could include, but not be limited to, the following:

- Reinforcment of the idea that each family has the right to make its own decisions
- Discussion that preparation for holiday events should be geared to the needs of the individual family
- Discussion of expectations for the holidays: be realistic and accept family members as individuals
- Presentation of stress-reducing techniques to use during holidays
- Discussion of points to remember with a baby: plan schedules and babysitters in advance; baby's tolerance for stimulation; food and sleep requirements
- Discussion of family traditions
- Discussion concerning gift-giving and expectations (especially related to things for the new baby)
- Presentation of ideas to make travel with infants a pleasant experience

HELPFUL RESOURCES

Publications:

Brazelton, T. Berry, "Overexcited? Cranky? Demanding? Holiday Help", Family Circle Magazine, December 25, 1986.
Bruner, J. S., Play--Its Role in Development, Penguin Books, 1976.
Newson, J. and E. Toys and Playthings, Pantheon Books, 1979.
Piers, M. W. and G. M. Landau, The Gift of Play, Walker and Co., 1980.
Robinson, Jo, and Jean Staeheli, "Unplug the Christmas Machine", (by the authors), copyright 1980.

Handout:

"Holiday Helps", by Janie Grassley, # VIII.-40

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PARENT/INFANT CURRICULUM

MODULE: **Health and Safety**

TOPIC: **The "Well" Baby**

INSTRUCTIONAL PURPOSE: New parents often have questions about health care. Goals in covering this topic are: 1) to discuss general aspects of well-baby care; 2) to discuss when to call the doctor; 3) to discuss immunizations and communicable diseases.

Coverage of the topic could include, but not be limited to, the following:

- Keeping baby healthy: well-baby check-ups; immunizations
- Choosing a doctor; establishing rapport
- Clarification of when to call the doctor
- Presentation of things to know prior to illness: phone numbers; using a thermometer; dosage of tylenol/aspirin; what symptoms mean (fever, vomiting, rash, diarrhea, etc.)

HELPFUL RESOURCES

Publications:

Boston Children's Medical Center, Child Health Encyclopedia.
Brazelton, T. Berry, Doctor and Child, Delacorte Press, 1976.
Burck, Frances Wells, Babysense,St. Martin's Press, 1979.
Gard, Kenley and Gerald Frey, Infant and Child Care, published by authors.
Green, Martin, A Sigh of Relief, Bantam Books, 1977.
Kelly, Paula, M.D., First Year Baby Care, Meadowbrook Press, 1983.
Johnson & Johnson, "When Baby Becomes Ill", Consumer and Professional Services, 220 Centennial Avenue. Piscataway, N>J> 08854.
Lipsitt, Dr. Lewis P. (gen. consultant), Your Baby's First Year, Time-Life Books, Inc., 1986.
Rothenberg, Annye, et. al, Parentmaking, The Banster Press, 1981.
Shiller, Jack G., Childhood Illness, Stein and Day, 1972.

Audio Visual Aids:

"When a Child is Ill" and "When Minutes Count", Health and Safety (# 19), from the Understanding Parenthood filmstrips series by Parent Magazine Films, Inc., 1974.
"What Every Baby Knows: Most Common Questions About Newborns, Infants, and Toddlers", Family Home Entertainment, Tomorrow Entertainment, Inc., (videotape), 1985.

Community Resources:

A visiting nurse or pediatric nurse practitioner from the Benton County Health Department is an available resource speaker, and will have many government publications on Health and Safety available. See: Government Offices, "County" in the telephone directory.

Handout:

"When to Call the Doctor" by Drs. Gard and Frey, # IX.-45
"Questions and Answers on Pertussis", HHS publication, # IX.-46, May 1982

PARENT/INFANT CURRICULUM

MODULE: **Health and Safety**

TOPIC: **Sleep Patterns and Problems**

INSTRUCTIONAL PURPOSE: "Sleep is not something you try to do, nor is it something you can do. It is something that overtakes you. One moment you are awake, and the next you are asleep..."[1] Parents need to set the stage so that sleep overtakes the baby when he most needs it. Goals in covering this topic are: 1) to identify the six distinct awake and asleep states infants go through each day; 2) to discuss realistic expectations for babies sleeping; 3) to offer suggestions for handling wakefulness at night.

Coverage of the topic could include, but not be limited to, the following:

- Identification of the six awake and asleep states that infants go through each day
- Discussion of parents' expectations of babies' sleep
- Emphasis on what affects sleep patterns: temperament, parental reactions and reinforcements, and sleep stage, disruptions due to illness, etc.
- Interpretation of individual babies' verbal and nonverbal cues for sleep
- Discussion of causes of nighttime wakefulness
- Discussion of how to change present sleep schedule if needed

HELPFUL RESOURCES

Publications:

Brooks, Jane B., The Process of Parenting, Mayfield Publishing Co., 1987.
Ferber, Richard, Solve Your Child's Sleep Problems, Simon and Schuster, 1985.
Jones, Sandy, Crying Baby, Sleepless Nights, Warner Books, 1983.
Lansky, Vicki, Getting Your Baby to Sleep, Bantam Books, 1985.
Leach, Penelope, Your Baby and Child, Alfred A. Knopf, 1981.
Lipsitt, Dr. Lewis P. (gen. consultant), Your Baby's First Year, Time-Life Books, Inc., 1986.
Rothenberg, Annye B., et. al, Parentmaking, The Banster Press, 1981.
Articles from Parent's Magazine and American Baby are often good sources of current information on this topic.

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[1] Fromewinter, Ruth, "Goodnight, Sleep Tight...Please", Parent Magazine, December 1978.

Audio Visual Aid:

"What Every Baby Knows: Most Common Questions About Newborns, Infants, and Toddlers", Family Home Entertainment, Tomorrow Entertainment, Inc., (videotape) 1985.

Handout:

"Average Sleep Patterns in Babies" (from Parentmaking, page 58-59), # IX.-47

Columbia Basin College

PARENT/INFANT CURRICULUM

MODULE: **Health and Safety**

TOPIC: **Babysitting**

INSTRUCTIONAL PURPOSE: Parents have needs for time away from their babies--whether for personal activities or for returning to work. Goals in covering this topic are: 1) to identify feelings about leaving their babies; 2) to discuss routines that will make leaving easier; 3) to give some suggestions about finding reliable childcare or setting up a babysitting co-op.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of feelings about leaving baby with another person; difficulties, advantages and disadvantages
- Suggestions for ways to find and evaluate different kinds of babysitting situations
- Clarification of information needed by a babysitter
- Discussion of positive and negative effects of leaving baby with a sitter; costs involved
- Clarification of routines to simplify the use of sitters
- Explanation of how to set up a babysitting co-op

HELPFUL RESOURCES

Publications:

Auerbach, Steveanne and Linda Freedman, Choosing Childcare: A Guide for Parents, Parents and Childcare Resources, San Francisco, Dutton, 1981.
Barkin, Carol and Elizabeth James, The Complete Babysitter's Handbook, Simon and Schuster, 1980.
Burck, Frances Wells, Babysense, St. Martin's Press, 1979.
DSHS, "Day Care Check List" by Washington State Department of Social and Health Services, 1979.
Greenleaf, Barbara Kaye and Lewis Schaffer, Help: A Handbook for Working Mothers, Thomas Y. Crowell, 1978.
Kelly, Marguerite and Elia Parson, The Mother's Almanac, Doubleday and Co. 1975.
LeShan, Eda, "Learning to Say Good Bye", Woman's Day Magazine, May 1976.
Lipsitt, Dr. Lewis P. (gen. consultant), Your Baby's First Year, Time-Life Books, Inc. 1986.
Rothenberg, Annye B., et. al, Parentmaking, The Banster Press, 1983.

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Handouts:

"Baby Sitter Checklist", # IX.-48
"Information to be Left for a Babysitter" and "What to Ask a Prospective Babysitter" from Kids: Day In and Day out, Ed. by Elisabeth L. Scharlatt and Christopher Cerf, Simon and Schuster, # IX.-49, 1979.

PARENT/INFANT CURRICULUM

MODULE: **Health and Safety**

TOPIC: **Automobile Safety**

INSTRUCTIONAL PURPOSE: Injury resulting from an automobile accident is the biggest threat to the health and safety of young children. More young children die or are seriously injured each year from these crashes than from any illness or other type of accident![2] Goals in covering this topic are: 1) to make parents aware of the importance of using child safety restraints; 2) to emphasize the importance of parental seatbelt usage.

Coverage of the topic could include, but not be limited to, the following:

- Explanation of what can happen to infants and children riding without proper protection
- Emphasis on which carriers, seats, and harnesses are safe
- Discussion of the effects of safety restraints on children's behavior
- Discussion of the effects of long trips on a baby
- Discussion of problems associated with feeding the baby in the car

HELPFUL RESOURCES

Publications:

Consumer Reports Magazine, "Child Safety Seats", Vol 47, 1982.
NAEYC, We Love You--Buckle UP!, Washington D.C., 1984.
Young Children Magazine, "Child Safety Seats--They Work!", May 1985 pages 13-17.

Audio Visual Aids:

For Jamie, film from Visucom Productions, Inc.

Community Resources:

ACTS (Action for Child Transportation Safety, Inc.
Seattle Chapter
Post Office Box 266
Bothell, WA 98011

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[2] Buckle Up--We Love You! by NAEYC

PARENT/INFANT CURRICULUM

MODULE: **Health and Safety**

TOPIC: **Water Safety**

INSTRUCTIONAL PURPOSE: Swimming programs for very young children are popular and number in the thousands. However, in recent years there has been some controversy about teaching babies to swim. Goals in covering this topic are: 1) to present information on water safety for babies; 2) to present information on community swimming programs; 3) to present suggestions for water stimulation activities.

Coverage of the topic could include, but not be limited to, the following:

- Presentation of general water safety guidelines
- Explanation of how babies get used to the water; stages of adaptation
- Discussion of floatation devices; pros and cons
- Discussion and demonstration of Infant CPR
- Discussion of the use of small plastic pools (considerations of types, safety, etc.)
- Presentation of information about water transmitted diseases
- What to look for in local programs

HELPFUL RESOURCES

Publications:

Neuman, Virginia Hunt, Teaching Your Infant to Swim.
Micheli, Robin, "Water Babies" from Parents Magazine, June 1985.
Timmermans, Claire, How to Teach Your Baby to Swim, Stein & Day, 1975.

Community Resources:

Private Swim Clubs
Local Departments of Parks and Recreation

Columbia Basin College

PARENT/INFANT CURRICULUM

MODULE: **Nutrition**

TOPIC: **Weaning and Introduction to Solids**

INSTRUCTIONAL PURPOSE: New parents often have many questions about feeding, infant nutrition, and when to introduce solid foods. Goals in covering this topic are: 1) to help parents understand nutritional guidelines for children under one year; 2) to explain how to introduce solids into a baby's diet; 3) to share information about common food allergies, home baby foods, and some feeding do's and don'ts.

Coverage of the topic could include, but not be limited to, the following:

- Presentation of an overview of feeding progression: breast feeding/ formula: juices (3-4 months), spoon fed (4-6 months [swallowing reflex matured]); finger foods and more textures (after 7-8 months)
- Allergies: common foods to avoid and how to introduce new foods
- Feeding tips and techniques
- Foods unsafe for infants under 12 months
- Weaning: drinking from a cup; sucking needs vary; bottle mouth caution
- Finger foods and the nutrients they provide
- Commercial vs. homemade baby foods
- Recipes and blender snacks for babies
- Nutrition chart for infants; recipe serving sizes

HELPFUL RESOURCES

Publications:

Castle, Sue, The Complete Guide to Preparing Baby Foods at Home, Doubleday 1973.
Eden, Alvin N., Practical Parenting, (particularly thorough coverage of nutrition), 1982.
Eiger, Marvin and Sally Olds, The Complete Book of Breastfeeding, Bantam Books, 1972.
LaLeck League Center (ed.), The Womanly Art of Breastfeeding, 1981.
Lansky, Vicki, Feed Me! I'm Yours!, Meadowbrook Press, 1974.
Lipsitt, Dr. Lewis P. (gen. consultant), Your Baby's First Year, Time-Life Books, Inc., 1986.

Publications continued:

National Dairy Council, "Food: From Birth to Birthday", pamphlet 1976, 1986.
Pipes, Peggy L., Nutrition in Infancy and Childhood, C. V. Mosby Co., 1977.
Ravin, Barbara, No Nonsense Nutrition for Your Baby's First Year, 1977
Rothenberg, Annye B., et. al, Parentmaking, The Banster Press, 1981.

Audio Visual Aids:

"First Foods" film from Washington State Dairy Council
3830 Stone Way North
Seattle, WA 98103
(206) 632-9335

"Nutrition: Good and Bad" and "The Balanced Diet", Food and Nutrition (# 17) from the filmstrip series by Parents Magazine Films, Inc., 1974.

"What Every Baby Knows: Most Common Questions About Newborns, Infants, and Toddlers", Family Home Entertainment, Tomorrow Entertainment, Inc., (videotape) 1985.

Handouts:

"Making Your Own Baby Foods", # X.-56
"Infants: Finger Food Ideas by Highline Community College", X.-57
"Food Groups Included in a Good Daily Diet" (see Parent Handbook)

PARENT/INFANT CURRICULUM

MODULE: **Toys and Books**

TOPIC: **Safe Toys for Infants**

INSTRUCTIONAL PURPOSE: Toys are the tools of play--and play is the way a child learns about the world around him. Play is the young child's work. New parents are often tempted to buy heavily advertised toys or buy toys that remind them of a favorite from childhood. The goal in covering this topic is: to give parents some guidelines for wisely choosing safe and appropriate toys for their babies.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of infant development with regard to toy selection (i.e., holding a rattle depends upon ability to grasp and bring rattle into focus range or to mouth)
- Discussion of the necessity of parental involvement in infant's toys
- Presentation of the characteristics of good and safe toys
- Ideas for toys with good play value
- Consideration of costs and the possibility that homemade toys can be just as effective and as much fun for baby
- Display of appropriate toys for young children

HELPFUL RESOURCES

Publications:

Burtt, Kent G. and Karen Kalkstein, Smart Toys For Babies (Birth-Two), Harper and Row, 1981.
Caruso, DAvid, "Infant's Exploratory Play", Young Children Magazine, NAEYC, November 1984.
Gordon, Ira, Baby Learning Through Baby Play, St. Martin's Press, 1970.
Isenberg, J. P. and J. E. Jacobs, Playthings as Learning Tools: A Parent's Guide, Wiley, 1982.
Leach, Penelope, Your Baby and Child, Alfred A. Knopf, 1981.
Toy Manufacturer's of America (pub.), "The ABC's of Toys and Play".
Toys 'n Things, Teachables from Trashables, Toys 'n Things Training and Resource Center, Inc., 1979.

Audio Visual Aids:

"Choosing the Right Toys or Babies and Toddlers" by Michael K. Meyerhoff, distributed by Qualitylife Video Publications (videotape).
"Toys the Teach" and "Treasure House of Toys" by Toys 'n Things Training Resource Center, Inc. (filmstrip).

Community Resources:

Toy catalogues available from:
Materials

Toys To Grow On

P. O. Box 17
Long Beach, CA 90801
(213) 603-8890

Lakeshore

P. O. Box 6261
Carson, CA 90749
1-800-421-5354

Handouts:

"Safe and Appropriate Toys", # XI.-63
"Toys Are Tools for Learning" (See Parent Handbook)

PARENT/WALKABOUT CURRICULUM

Module: **Physical Development**

Topic: **Growth and Development (12-24 Months)**

INSTRUCTIONAL PURPOSE: As the one year olds grow, they continue to use physical exploration to learn about their word and themselves. Almost every task children face before age six requires mastering a new motor skill. The goals in covering this topic are: 1) the understanding that children progress through motor sequences at their own rate; 2) to suggest activities which aid the development of motor skills.

Coverage of the topic could include, but not be limited to, the following:

- Children of the same age may be at different developmental levels because of differences in motor ability.
- Children of the same age may be at different developmental levels because of differences in the amount of time they have practiced a skill.
- Look for continued progress in children, not a particular rate of development.
- Children under two are mastering basic life skills such as walking, climbing stairs, running, self-feeding, crawling after objects, etc.
- Encourage children to throw, catch, run, skip, leap, jump and roll.
- Every toddler should have daily, active play under the supervision of an adult.
- Provide a safe area and plenty of time each day for children to engage in large motor activities. Check the play area for safety.
- Provide simple, interesting play things that encourage physical activity (i.e., footstool, balloons, rolled-up socks, beanbags, paddles, hoops, balls, etc.)
- Let the child select his/her own activity to practice.
- Motor skills develop by repeated practice. Help children be successful with attempts at a new skill.
- Hand dominance is still developing. Do not try to change a child's natural pattern.
- Discussion of "normal" motor development. Emphasis should be placed on sequence of development, rather than the time line approach.
- The large muscles usually develop before the small. Therefore, large motor skill practice is usually preferred by children of this age over fine motor activities.

HELPFUL RESOURCES

Publications:

AAHPERD Publications Sales, "Children Learn Through Physical Skills, Vol. 2, Birth to 3 Years", Reston, VA.

Publications continued:

Ames, L., Ilg, F., & Haber C., Your One Year Old, Dell Publishing Co., 1981.
Brazelton, T., Toddlers and Parents, Dell Publishing Co., 1974.
Caplan, Frank & Theresa, The Second Twelve Months of Life, Grosset & Dunlap, 1977.
Elkind, David, The Hurried Child, Addison-Wesley, 1981.
Grasselli, Rose & Hegner, Priscilla, Playful Parenting, Perigee Books, 1981.
Leach, Penelope, Your Baby and Child, Alfred A. Knopf, 1980.
Levy, Janine, You and Your Toddler, Pantheon Books, 1980.
Prudden, Suzy, Suzy Prudden's Exercise Program for Young Children, Workman Publications, 1983.
White, Burton, The First Three Years of Life, Avon Books, 1975.

Audio Visual Aid:

*"Physical Growth and Motor Development", Human Development: The First 2 1/2 Years, slides.

*See "Preschool Profile" in Parent Handbook

Columbia Basin College

PARENT/WALKABOUT CURRICULUM

Module: **Physical Development**

Topic: **Toilet Training (t.t.)**

INSTRUCTIONAL PURPOSE: Toilet training, viewed by most parents as a major accomplishment, should be relaxed and stress free for parents and children. The goals in covering this topic are: 1) that t.t. be viewed as a normal, developmental, individual process; 2) to emphasize signs of the child's readiness and acceptance of the process; 3) to present different techniques, successes and frustrations encountered by other parents.

Coverage of the topic could include, but not be limited to, the following:

- Emphasis on development of a relaxed attitude toward t.t. to prevent engaging in a power struggle
- Boys generally train at an older chronological age than do girls.
- Early t.t. attempts (under age 2) can impede success for the child.
- Discussion of children's typical fears about t.t.
- Signs of a child's readiness to train
- Sharing t.t. experiences
- Discussion of causes of regression in t.t.
- Discussion of reward vs. punishment issue in t.t.

HELPFUL RESOURCES

Publications:

Anzin, N. & Foxx, R., Toilet Training in Less Than a Day, Pocket Books, 1974.
Beebe, Brooke, Tips for Toddlers, Dell Publishing Co., 1983.
Brazelton, T., Doctor and Child, Delta Publishing Co., 1970.
Brooks, Jane, The Process of Parenting, Mayfield Publishing Co., 1981.
Cole, Joann, Toilet Teaching, Ballantine Books, 1983.
Mack, Alison, Toilet Learning, Little, Brown & Co., 1978.
Rothenberg, A., Hitchcock, S., Harrison, M., Grahm, M., Parentmaking, The Bantster Press, 1981.
Sears, William, Creative Parenting, Dodd, Mead and Co., 1982.
White, Burton, The First Three Years of Life, Avon Books, 1975.

Audio Visual Aid:

"Toilet Training" from Hugs and Kids, film, Filmfair Communications, 1983.

Handout:

"Some Thoughts on Toilet Training", #I.-4.

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PARENT/WALKABOUT CURRICULUM

Module: **Cognitive Development**

Topic: **How the Two Year Old Learns**

INSTRUCTIONAL PURPOSE: One of the most active periods of intellectual growth occurs between birth and age four. Many experts believe a child's cognitive development is enhanced when he is in a warm, stimulating, responsive environment. The goals in covering this topic are: 1) to explore intelligence developmentally thus discovering how a two-year old thinks; 2) to offer suggestions for ways parents can stimulate intellectual development through play; 3) to emphasize and describe how play is the primary vehicle through which cognitive development occurs.

Coverage of the topic could include, but not be limited to, the following:

- Children learn through play. This play should take place in a stimulating, responsive, pressure-free environment.
- Piaget describes the child between one and three as being in one of two stages of intellectual development: The sensory-motor stage or the period of preoperational thought. (Rapid brain growth - 10 months to three years.)
- Children between 1 and 3 are absorbing everything in their environment. They want to try everything and are eager to take in new information.
- Parallel play is an important developmental occurrence, and the child is learning from his play partner although it would appear otherwise.
- At each stage of the child's cognitive development, parents can help him/her learn by devising games that test and reinforce skills being acquired.
- Discussion of play activities that stimulate cognitive development
- Emphasis on the damage improper activities can do to a young child (i.e., teaching the toddler to read and/or write)
- Quality play will be enhanced if it is supported by adult interactions.

HELPFUL RESOURCES

Publications:

Ames, L., Ilg, F., Haber, C., Your One Year Old, Dell Publishing Co., 1981.
Brazelton, T. Toddlers and Parents, Dell Publishing Co., 1974.
"Bringing Up Superbaby", Newsweek, March 28, 1983, pages 62-68.
Greenspan, Stanley & Nancy, First Feelings, Viking, 1985.
Hagstrom, Julie, Games Toddlers Play, Pocket Books, 1986.

Publications continued:

Karnes, Merle, You and Your Small Wonder, American Guidance Service, 1982.
Leach, Penelope, Your Baby and Child, Alfred A. Knopf, 1978.
Lehane, Stephen, Help Your Child Learn, Prentice-Hall, Inc., 1976.
Singer, Dorothy, Revenson, Tracye, A Piaget Primer: How a Child Thinks, New American Library, 1978.

Audio Visual Aids:

"Development of Understanding" slides, Human Development: First 2 1/2 Years.
"Play and Learning: A Discussion With Barbara Biber", NAEYC videotape #807.
Preparing the Child for Learning, Parents Magazine filmstrip series, Parent Magazine Films, 1973.

Handout:

"Sure He Can Read, But Can He Play?" (See Parent Handbook)

Columbia Basin College

PARENT/WALKABOUT CURRICULUM

Module: **Emotional Development**

Topic: **Separation Anxiety (Child's)**

INSTRUCTIONAL PURPOSE: The world for young infants is quite literally what they see. Early in life the child begins to understand that objects and people exist even though they are not within reach or sight. This developmental step causes children to experience anxiety which usually manifests itself in the form of fear at being separated from a parent. The goals in covering this topic are: 1) to aid parents in the understanding of the developmental process of separation anxiety; 2) to provide information about social/emotional development and its effect on the separation process; 3) to discuss strategies for dealing with the child who is having difficulties separating; 4) to discuss the parents' feelings and role in the separation problem.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of "object permanence" and how it relates to the social/ emotional development of the child
- Games that will help the child develop the skills required for stress free separation
- Stranger anxiety usually peaks in intensity at about 12-15 months
- Discussion of strategies for dealing with the child's behavior
- Discussion of how much or how little to leave the child who is having problems
- Relate anxiety problem to the child's development of love for the parent; hence, separation anxiety can be viewed as a positive occurrence
- Help parents understand that separation experiences enable growth
- Discussion of guilt feelings the parent may have relative to leaving the child

HELPFUL RESOURCES

Publications:

Ames, L., Ilg, F., Haber, C., Your One Year Old, Dell Publishing Co., 1981.
Fraiberg, Selma, Every Child's Birthright: In Defense of Mothering, Basic Books, Inc., 1977.
Fraiberg, Selma, The Magic Years, Charles Scribner's Sons, 1959.
Greenspan, Stanley and Nancy, First Feelings, Viking, 1985.
Rothenberg, A., Hitchcock, S., Harrison, M., Graham, M., Parentmaking, The Banster Press, 1981.

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Audio Visual Aids:

"Separation" from Hugs and Kids film, Filmfair Communications, 1983.
"What Every Baby Knows: The Working Parent, Divorce, Separation and Your Child's Development", Family Home Entertainment, Tomorrow Entertainment, Inc., 1984-85.

Handout:

"Learning to Say Good-bye", Eda LeShan, #III.-22

PARENT/WALKABOUT CURRICULUM

Module: **Social Development**

Topic: **Language Development**

INSTRUCTIONAL PURPOSE: Language development, like all other areas of development, is dependent upon individual growth and maturation. Children learn language and its related skills according to their own time clock for development. The goals in covering this topic are: 1) to provide parents with ideas for activities they can do to promote language development; 2) to provide a forum for expressing concerns in the area of language development; 3) to discuss the effects of recurrent ear infections during the first few years of life on the development of language skills; 4) to provide parents with developmental information for the 1-3 year old.

Coverage of the topic could include, but not be limited to, the following:

- "Normal" is a relative term. Discuss the importance of viewing the child's language development as a unique process.
- Discussion of how repeated ear infections can impede development of language and/or articulation
- Suggestions for games and activities that can be done to stimulate language development
- Stress the importance of talking to and reading to children.
- Description of "parallel talk" and "self-talk" and how each contributes to development of language
- Although there are no absolute timetables in language development, most children follow a pattern. Alert parents to signs of problems.
- Emphasis on the fact that talking to your child and engaging in communication activities are the best way to teach language to children.

HELPFUL RESOURCES

Publications:

Ames, L., Ilg, F., Haber, C., Your One Year Old, Dell Publishing Co., 1981.
Brooks, Jane, The Process of Parenting, Mayfield Publishing Co., 1981.
deVilliers, P., deVilliers, J., Early Language, Harvard University Press, 1979.
Rothenberg, A., Hitchcock, S., Harrison, M., Graham J., Parentmaking, The Banster Press, 1981.

Audio Visual Aid:

"How Language Grows" from the Preparing the Child for Learning filmstrip series, Parents Magazine Films, Inc., 1973.

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Community Resources:

Speech and Language Therapist - see local telephone book yellow pages for phone numbers

Handouts:

"Indirect Language Stimulation Techniques" (7 pages) # IV.-18.

PARENT/WALKABOUT CURRICULUM

Module: **Self-Esteem**

Topic: **"Exploring" Behavior**

INSTRUCTIONAL PURPOSE: Most parents experience frustration when their child becomes a problem by "getting into everything". Although this is a normal developmental pattern, parents find it difficult to deal with. The goals in covering this topic are: 1) to underscore the idea that exploring behavior is a positive developmental task for the one-to-two year old; 2) to provide strategies for rechanneling the child's normal urges to explore; 3) to discuss relevant personal problems with regard to the busy toddler.

Coverage of the topic could include, but not be limited to, the following:

- The one-year old must explore his world in order to learn.
- Young children explore because it is their developmental "job", and they usually need no encouragement to do so.
- It is the parent's job to provide a safe environment, free from hazards, so that exploration can be carried out with a minimum of discipline.
- If a "NO NO" is required, parents should present the child with an option of what he CAN do.
- Distraction is often an effective technique to use with busy one-year olds
- Children should not be spanked for learning about their world in the only way they know, through active exploration of their environment.
- Discussion of options for handling the curious one-year old
- Discussion of problems of class members and development of strategies for dealing with those problems

HELPFUL RESOURCES

Publications:

Ames, L., Ilg, F., Haber, C., Your One Year Old, Dell Publishing Co., 1982.
Beebe, Brooke, Tips for Toddlers, Dell Publishing Co., 1983.
Brazelton, T., Toddlers and Parents, Dell Publishing Co., 1974.
Briggs, Dorothy, Your Child's Self-Esteem, Doubleday & Co., 1975.
Caplan, Frank & Theresa, The Second Twelve Months of Life, Grosset & Dunlap, 1977.
Clarke, J. I., Self-Esteem: A Family Affair, Winston Press, 1978.
Ilg, Frances, Ames, Louise, Child Behavior: From Birth to Ten, Harper & Row, 1955.
Rothenberg, A., Hitchcock, S., Harrison, M., Graham, M., Parentmaking, The Banster Press, 1981.
White, Burton, The First Three Years of Life, Avon, 1975.

Audio Visual Aids:

"The Explorer" from *Health and Safety Filmstrip Series*, Parents Magazine Films, Inc., 1975.
"Play and Learning About the World" from *Play and Self-Expression Filmstrip Series*, Parents Magazine Films, Inc., 1975.
"The Terrific Twos" audio tape, J. I. Clarke, J. I. Consultants

PARENT/WALKABOUT CURRICULUM

Module: **Discipline**

Topic: **Temper Tantrums**

INSTRUCTIONAL PURPOSE: Walkabouts are very busy little people. They are beginning to manage the daily routines of dressing, eating and toileting; they are discovering that they are separate and independent persons; they are exploring and learning about their environment, and they are becoming socialized. Exhaustion sets in easily, and the child this age easily loses control. Parents must be aware of the signs of overload and develop strategies for dealing with the out of control child. The goals in covering this topic are: 1) to help parents understand the reasons why their child has temper tantrums; 2) to provide strategies for dealing with tantrums; 3) to aid parents in the recognition of the signs of an upcoming tantrum; 4) to give parents the opportunity to discuss the feelings of both the parent and the child when a tantrum occurs.

Coverage of the topic could include, but not be limited to, the following:

- Most tantrums develop due to fatigue.
- Help the parent realize that 50% of what is occurring can be controlled; the reaction to the tantrum.
- Temper tantrums are age appropriate behaviors. The onset of tantrums have little to do with parenting skills.
- Discussion of the child's desire to be independent, while still needing to be a baby
- Elicit from parents what triggers a tantrum in their child
- Discussion of strategies for dealing with tantrums, especially those that occur in public

HELPFUL RESOURCES

Publications:

Beebe, Brooke, Tips for Toddlers, Dell Publishing Co., 1983.
Brooke, Jane, The Process of Parenting, Mayfield Publishing Co., 1981.
Clarke, J. *., Self-Esteem: A Family Affair, Winston Press, 1978.
Crary, Elizabeth, Without Spanking or Spoiling, Parenting Press, 1979.
Ilg, Frances, Ames, Louise, Child Behavior, Harper & Row, 1955.
Sears, William, Creative Parenting, Dodd, Mead and Co., 1982.
White, Burton, A Parent's Guide to the First Three Years, Prentice-Hall, 1980.

Audio Visual Aids:

"Disciplining in Public" from Hugs 'N Kids film, Filmfair Communications, 1983.
"What Every Baby Knows: Most Common questions About Newborns, Infants and Toddlers", Family Home Entertainment, Tomorrow Entertainment, Inc., videotape, 1985.

PARENT/WALKABOUT CURRICULUM

Module: **Discipline**

Topic: **Setting Limits**

INSTRUCTIONAL PURPOSE: When a baby reaches walkabout age, many limits are imposed for safety and well being. Children of this age, however, usually do not respond to limits being placed on their freedom to explore the environment. Parents need to expand and change limits as the child grows and develops. The goals in covering this topic are: 1) to allow parents to share limit setting techniques that work for them; 2) to discuss the importance of positive self-esteem and freedom to explore vs. the need for guidance techniques that work with young children.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of the developmental processes involved in disciplining toddlers; analyze age appropriate behaviors.
- Clear and consistent limits are most useful, regardless of the technique used.
- Clarification of the role of exploring behavior and self-esteem in handling young toddlers
- Provide alternative acceptable activities for unacceptable ones.
- A child's temperamental make-up will determine the type of limit setting technique used.
- Share ideas that worked with the individual parents and children
- Help child verbalize feelings concerning problems.
- Discussion of the possibility of offering choices, distraction, planning ahead, realistic expectations, etc., as possible appropriate guidance techniques
- Discussion of spanking as a "no win" limit setting strategy

HELPFUL RESOURCES

Publications:

Beebe, Brooke, Tips for Toddlers, Dell Publishing Co., 1983.
Brazelton, T., Doctor and Child, Delta Publishing Company, 1970.
Briggs, Dorothy, Your Child's Self-Esteem, Doubleday & Co., 1975.
Brooks, Jane, The Process of Parenting, Mayfield Publishing Company, 1981.
Clarke, J. I., Self-Esteem: A Family Affair, Winston Press, 1978.
Crary, Elizabeth, Without Spanking or Spoiling, Parenting Press, 1979.
Dreikers, Rudolf, Children: The Challenge, Hawthorn Books, 1964.
Dreikers, Rudolf, Gray, Loren, A New Approach to Discipline: Logical Consequences, Hawthorn Books, Inc., 1968.
Ginott, Haim, Between Parent and Child, Avon, 1965.
Gordon, Thomas, P.E.T., New American library, 1975.
Rothenberg, A., Hitchcock, S., Harrison, M., Graham, M., Parentmaking, The Banster Press, 1981.

Audio Visual Aids:

"Good Discipline for Young Children", Childhood Resources, Inc. (James Hymes slides).

"What Every Baby Knows: Most Common Questions About Newborns, Infants and Toddlers", Family Home Entertainment, Tomorrow Entertainment, Inc., 1985.

Handout:

"Guidance Techniques That Really Work With Toddlers", #VI.-30.

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PARENT/WALKABOUT CURRICULUM

Module: **Family Relationships**

Topic: **Physical and Emotional Abuse Prevention**

INSTRUCTIONAL PURPOSE: Raising young children can be a wonderfully satisfying experience. As they become more independent, children can be exasperating, particularly when illness or bad weather confines a parent and child to close quarters. The goals in covering this topic are: 1) to provide parents with some coping strategies for those overwhelming times; 2) to discuss the negative effects of physical and emotional abuse; 3) to determine how to recognize the danger symptoms of potential abuse.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of the danger signs of potential abuse
- Discussion of the effects of abuse on all involved
- Brainstorm suggestions for things to do if you begin to feel frustrated and/or trapped.
- Supply parents with resource lists for available support services within the community.
- Provide opportunities for parents to share frustrations encountered while raising toddlers. Offer appropriate strategies for dealing with the frustrations.

HELPFUL RESOURCES

Publications:

Briggs, Dorothy, Your Child's Self-Esteem, Doubleday & Co., 1975.
Clarke, J. I., Self-Esteem: A Family Affair, Winston Press, 1978.
Crary, Elizabeth, Without Spanking or Spoiling, Parenting Press, 1979.
Dinkmeyer, D. & McCay, G., S.T.E.P. Program, American Guidance Service, 1982.
Dreikurs, Rudolf, Children: The Challenge, Hawthorn Books, 1964.
Mitchell, Grace, A Very Practical Guide to Discipline with Young Children, Telshare Publications, Inc., 1981.

Audio Visual Aid:

"Discipline vs. Abuse" from Child Abuse and Neglect Filmstrip Series, Parents Magazine Films, Inc., 1975.

Community Resources:

National Child Abuse Hot Line 1-800-422-4453

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PARENT/WALKABOUT CURRICULUM

Module: **Family Relationships**

Topic: **Role Expectations**

INSTRUCTIONAL PURPOSE: Becoming a parent is a major event affecting your expectations, your view of yourself, and your values. The changes occurring as a result of these new experiences in self-concept and relationships are many. The goals in covering this topic are: 1)to provide a forum for the expression of the feelings which accompany the new role and the expectations; 2) to allow individuals to clarify husband/wife and man/woman expectations; 3) to prevent the development of the "good mother"/"good father" syndrome.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of the importance of good communication skills in dealing with conflict
- Discussion of how parenting has changed your role as a wife/woman or husband/man
- Emphasis on the idea that a wise parent avoids becoming involved with his/her child to the exclusion of being a man/woman.
- Aid in redefinition of the individual's self-image
- Discussion of the dangers of sex role stereotyping within the household.

HELPFUL RESOURCES

Publications:

Barber, V., Skaggs, M., The Mother Person, SchooKen Books, 1975.
Biller, Henry, Meredith, Dennis, Father Power, Doubleday, 1977.
Daley, Eliot, Father Feelings, William Morrow & Co., 1978.
Dodson, Fritzhugh, How to Father, New American Library, 1975.
Dodson, Fitzhugh, How to Parent, New American Library, 1970.
Gilbert, Sarah, What's A Father For?, Warner Books, 1975.
Hamilton, Marshall, Father's Influence on Children, Nelson-Hall, 1977.
LeShan, Eda, How to Survive Parenthood, Random House, 1965.
Lucarini, S., The Difficult Role of a Father, New City Press, 1979.
Lynn, Daiid, The Father: His Role in Child Development, Brooks/Cole Publishing Co., 1980.
MacDonald, Gordon, The Effective Father, Tyndale House, 1977.
McBride, The Growth and Development of Mothers.
Pogrebin, Letty, Growing Up Free: Raising Your Child in the 80's, Bantam Books, 1980.
Rothenberg, A., Hitchcock, S., Harrison, M., Graham, M., Parentmaking, The Banster Press, 1981.
Wolfson & DeLuca, Couples With Children.

Audio Visual Aids:

"Family Relationships" from the Understanding Parenthood Filmstrip Series, Parents Magazine Films, Inc., 1974.

"The Dual Role", Learning Package I (slides).

"What Every Baby Knows: On Being a Father", Home Entertainment, Tomorrow Entertainment, Inc., 1984, P5.

Handout:

"A Booklist of Role-free Stories For Boys and Girls", # VII.-36.

PARENT/WALKABOUT CURRICULUM

Module: **Stress**

Topic: **Time Management**

INSTRUCTIONAL PURPOSE: There are those who will tell the young parent that getting everything done each day is simply a matter of better time management. Living with young children means that everything will not get done every day. In reality, keeping a home in order and a family's needs in balance takes practice and plenty of ingenuity. The goals in covering this topic are: 1) to provide guidelines for goal setting and prioritizing: 2) to offer support for the many responsibilities young families have; 3) to offer suggestions for managing a home and time more efficiently, 4) to emphasize the importance of relaxed, unscheduled time for every family member.

Coverage of the topic could include, but not be limited to, the following:

- Practice delegation skills
- Learn to prioritize jobs.
- Adjust expectations.
- Discussion of the hindrances to good time management
- Development of strategies for more effective time management
- Discussion of the importance of individual quality time on a regular basis
- Discussion of the importance of quality time with children
- Offer tips for time saving devices.

HELPFUL RESOURCES:

Publications:

Aslett, Don, Is There Life After Housework?, Writer's Digest, 1981.
Brace, Pam, Jones, Peggy, The Sidetracked Home Executive, Binford & Mort, 1979.
Hatch, Pauline,& J. Fulton, Get the Rat Out of Your Race.
Mayer, Gloria, 2001 Hints for Working Mothers, Quill, 1983.
Olds, Sally, The Working Parents Survival Guide, Bantam Books, 1983.

Handouts:

"Time Management", #VIII.-41.
"The Busy Woman's Guide to Getting Organized", #VIII.-42.

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PARENT/WALKABOUT CURRICULUM

Module: **Health and Safety**

Topic: **Sleep Problems**

INSTRUCTIONAL PURPOSE: Sleep is one of the few things we do that cannot be improved upon by trying harder. When we have enough, we give sleep little thought. Without it we can think of little else. Frustrated parents try to deal with night after night of interrupted sleep, while trying to coax their child into a more "normal" sleep pattern. The goals in covering this topic are: 1) to help parents analyze their own and their child's sleep patterns and needs; 2) provide strategies for maintaining consistent sleep patterns; 3) to allow parents to discuss ideas and alternatives in handling sleep problems.

Coverage of the topic could include, but not be limited to, the following:

- Individual sleep requirements
- Presentation of information concerning the establishment of bedtime rituals.
- Discussion of the "family bed" vs. sleeping independently
- Discussion of children's fears concerning bedtime
- Suggestions for structuring sleep patterns.
- Discussion of various kinds of sleep problems (i.e., nap problems, early waking, nighttime waking, etc.)

HELPFUL RESOURCES:

Publications:

Beebe, Brooke, Tips for Toddlers, Dell Publishing Co., 1983.
Ferber,Richard, Solve Your Child's Sleep Problems, Simon & Schuster, 1985.
Johnson & Johnson Child Development Publications, Your Toddler, Collier Books, 1980.
Lansky, Vicki, Getting Your Baby to Sleep, Bantam Books, 1985.
Leach, Penelope, You Baby and Child, Alfred A. Knopf, 1981.
Rothenberg, A., Hitchcock, S., Harrison, M. Graham, M., Parentmaking, The Banster Press, 1981.

Audio Visual Aid:

"What Every Baby Knows: Most Common Questions About Newborns, Infants & Toddlers", Family Home Entertainment, Tomorrow Entertainment, Inc., videotape, 1985.

Handout:

"Sleep Problems", # IX.-50.

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PARENT/WALKABOUT CURRICULUM

Module: **Health and Safety**

Topic: **Safety in the Home**

INSTRUCTIONAL PURPOSE: Child proofing enables parents to anticipate heir child's safety and comfort within the home environment, and to prepare accordingly for the chid's well-being. Once they have planned for the child's safety throughout the entire home, parents can be more relaxed and confident as they enjoy the child's growth and development. The goal in covering this topic is: to present parents with a plan for a safe environment in which young children can grow and develop.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of the importance of child proofing from the crawler's level to that of older children
- Presentation of safety products to have available
- Discussion of first aid remedies
- Development of a fire safety plan
- Discussion of what to keep readily available by the telephone
- Discussion of discipline techniques which reinforce the importance of safety (i.e., acknowledge safe behavior)

HELPFUL RESOURCES:

Publications:

Arena, J. Bachar, Miriam, Child Safety is No Accident, Hawthorne, 1978.
Chewning, Emily, Emergency First Aid for Children, Addison-Wesley, 1974.
Consumer Guide, The Complete Baby Book.
Green, Martin, A Sigh of Relief, Bantam Books., 1977.
Hayward, Mike, Babyproofing Your Home, Beckley Books, 1984.
Katz, S. H., "The Gentle Art of Babyproofing", The Scott Paper Co., Philadelphia, PA, 1977.
Stewart, Arlene, Childproofing Your Home, Addison-Wesley Publishing Co., 1984.

Audio Visual Aids:

"The Explorer" from Health and Safety Filmstrip Series, Parents Magazine Films, Inc., 1975.
"Play It Safe With Children" filmstrip, Washington State Coordinating Council for Occupational Education.

Community Resources:

- Local Poison Control Center (see Yellow Pages for phone number)
- Public Health Nurse, see local phone book Yellow Pages for phone number of County Health Department.
- Local Hospital Emergency Department, see local phone book Yellow Pages for phone number of local hospital
- U. S. Consumer Product Safety Commission, 1-800-638-CPSC

PARENT/WALKABOUT CURRICULUM

Module: **Health and Safety**

Topic: **Traveling**

INSTRUCTIONAL PURPOSE: Traveling long distances with young children can be a nightmare or a pleasant experience. Our mobile society today affords families opportunities to travel often by car, air, train, etc. The goal in covering this topic is: to acquaint parents with travel tips to make traveling with their young child a positive experience.

Coverage of the topic could include, but not be limited to, the following:

- Tips for car travel
- Tips for air travel
- Camping and backpacking tips
- Safety tips for traveling/emergency considerations
- "Entertainment" ideas
- Discussion of ideas that worked for experienced traveling parents
- Discussion of the basic travel bag

HELPFUL RESOURCES:

Publications:

Beebe, Brooke, Tips for Toddlers, Dell Publishing Co., 1983.
Lansky, Vicki, The Taming of the C.A.N.D.Y. Monster, Meadowbrook Press, 1978.
Touw, Kathleen, Parent Tricks-of-the-Trade, Acropolis, 1981.
Weinfeld, Nanci, Helpful Hints and Tricks for New Moms and Dads, Rand McNally, 1980.

Handout:

"Travel Tips for Parents", #IX.-51.

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PARENT/WALKABOUT CURRICULUM

Module: **Nutrition**

Topic: **Basic Food Groups and Portion Size**

INSTRUCTIONAL PURPOSE: Young children are unable to determine what kinds of foods they eat. They have small appetites and a small capacity for foods; therefore, food consumption should be spread out over the entire day and be nutritious. Good family nutrition relates directly to growth, good health, overall development and general well being. The goals in covering this topic are: 1) to provide nutrition information concerning the food groups; 2) to provide information concerning appropriate portion sizes for 1-3 year olds; 3) to dispel the notion that children should always "clean their plates".

Coverage of the topic could include, but not be limited to, the following:

- Presentation of the foods from all food groups to the family
- Emphasis on being a smart shopper; buy a limited amount of processed foods to save money and empty calories
- Children eat often, but in small amounts. Make each time count by offering healthful foods.
- Discussion of the importance of reading labels
- Share and exchange recipe and meal ideas.
- Changes in appetite and food intake increase in children as physical development occurs.
- Many one-year olds lose interest in food because of the many other skills which are developing that take their time and interest.

HELPFUL RESOURCES:

Publications:

Lansky, Vicki, Feed Me, I'm Yours, Meadowbrook Press, 1974.
Lansky, Vicki, The Taming of the C.A.N.D.Y. Monster, Meadowbrook Press, 1978.
National Dairy Council, "Food Before Six: A Feeding Guide for Parents of Young Children", National Dairy Council, 1982.
National Dairy Council, "Guide to Good Eating: A Recommended Daily Pattern", National Dairy Council, 1981.
Natow, A., Heslin, J., No-nonsense Nutrition for Kids, Pocket Books, 1985.
Rapp, Doris, Allergies and Your Family, Sterling Publishing Co., 1984.
Rothenberg, A., Hitchcock, S., Harrison, M., Graham., M., Parentmaking, The Banster Press, 1981.
Smith, Lendon, Feed Your Kids Right, McGraw Hill, 1979.
Smith, Lendon, Foods for Healthy Kids, Berkley Books, 1981.

Audio Visual Aids:

"The Balanced Diet" from Food and Nutrition Filmstrip Series, Parents Magazine Films, Inc., 1975.
"Nutrition: Good and Bad" from Food and Nutrition Filmstrip Series, Parents Magazine Films, Inc., 1975.

Community Resources:

Public Health Nurse, see local Yellow Pages for County Health Department.
Registered Dietician, see local Yellow Pages for hospital phone numbers.

Handout:

"Food Groups Included in a Good Daily Diet, Children 1-5 Years" (see Parent Handbook)

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PARENT/WALKABOUT CURRICULUM

Module: **Nutrition**

Topic: **Mealtimes**

INSTRUCTIONAL PURPOSE: As a child moves toward greater independence, he often takes exception to what food is offered. When young children express negativism in relation to eating, and a fight over food develops, the tension and excitement that ensue may give rise to mealtime trouble. The goals in covering this topic are: 1) to help adults realize that independence goes hand in hand with rebellion at mealtimes; 2) to provide a forum for idea exchange to make mealtimes a more pleasant experience; 3) to discuss the lack of "social skills" exhibited by toddlers and their effect on the family at mealtimes.

Coverage of the topic could include, but not be limited to, the following:

- The toddler who is forced to eat does not enjoy what is being eaten; therefore, no one else enjoys what they are eating.
- If a mealtime is free of major tension, it is appropriate to let your toddler determine how much he will eat of the sensible foods you provide.
- Adults must tolerate a good deal of messiness in a toddler's eating behavior.
- Children should be expected to dislike and refuse some foods. Their preferences should be respected.
- At a social occasion, think through your child's meal in advance and make any necessary accommodations.
- Allow toddlers to attempt self-feeding. This is how they learn!
- Converse with your child, as well as others at mealtimes.
- Avoid a power struggle over food. The parent will surely lose and the parent/child relationship can be damaged.

HELPFUL RESOURCES:

Publications:

Smith, Lendon, Foods for Healthy Kids, Berkley Books, 1981.

Audio Visual Aid:

"Refusal to Eat" from Hugs and Kids, film, Filmfare Communications, 1983.

Handout:

"The Case Against the Chubby Cherub", # X.-58.

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PARENT/WALKABOUT CURRICULUM

Module: **Nutrition**

Topic: **Snacks for One-Two Year Olds**

INSTRUCTIONAL PURPOSE: In the second year of life, most children express great interest in experimenting with new and different foods. Parents need to realize that there are potentially dangerous foods for children. Snacking takes on importance during this time because young children are able to consume only small amounts at one time. Hence, a need for snacking. The goals in covering this topic are: 1) to introduce parents to those foods which are considered unsafe for 1-3 year old children; 2) to provide ideas for good, nutritious snacks; 3) to dispel the notion that young children should eat at mealtimes only.

Coverage of the topic could include, but not be limited to, the following:

- Young children have small appetites and a small capacity for food; therefore, snacks are in order.
- Emphasis on nutrition when preparing snacks
- Emphasis on reading labels
- Provide information for good sources for snack ideas.
- List and emphasize those foods which are unacceptable (i.e., popcorn, large chunks of raw vegetables, nuts, seeds, etc.).
- Discussion of the importance of knowledge of the Heimlich maneuver for dislodging food caught in the throat
- Emphasis on the idea that snacks are an integral part of the young child's total nutrition program
- Possible "good snack" recipe exchange.

HELPFUL RESOURCES:

Publications:

Department of Social and Health Services, "Snacks for Healthy Teeth", Olympia, WA.
Green, Martin, A Sight of Relief, (contains description of Heimlich maneuver) Bantam Books, 1977.
Lansky, Vicki, Feed Me, I'm Yours, Meadowbrook Press, 1974.
Lansky, Vicki, The Taming of the C.A.N.D.Y. Monster, Meadowbrook Press, 1978.
Rothenberg, A., Hitchcock, S., Harrison, M., Graham, M., Parentmaking, The Banster Press, 1981.
Smith, Lendon, Feed Your Kids Right, McGraw Hill, 1979.
Smith, Lendon, Foods for Healthy Kids, Berkley Books, 1981.
Warren, Jean, Super Snacks, Warren publishing House, 1982.
Washington State Dairy Council, "The Nibbler: An Idea Guide on What to Feed the Child Who Likes to Eat Between Meals", Seattle, WA.

Community Resources:

Public Health Nurse, see local Yellow Pages for Health Department.
Registered Dietician, see local Yellow Pages for hospital phone numbers.

Handout:

"The Basic 10 - Snacking Guidelines", # X.-59.

Columbia Basin College

PARENT/WALKABOUT CURRICULUM

Module: **Toys and Books**

Topic: **Age Appropriate Toys and Books**

INSTRUCTIONAL PURPOSE: Play is vital for every young child. All young children develop in the same way and have the same need for play and for carefully chosen play materials. Good toys need not cost a lot, and children do not need very many. The goals in covering this topic are: 1) to help parents identify good toys for young children; 2) to develop an understanding of the characteristics of young children and how this knowledge relates to toy selection; 3) to provide information for making inexpensive homemade toys; 4) to discuss good literature and book selections for the young child.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of the toys children of this age enjoy
- Characteristics of a good toy for young children
- Safety considerations in toy selection
- Cost, and the possibility that homemade toys can be just as much fun
- Discussion of the characteristics of 1-2 year old children.
- Emphasis on variety; children have many skills and interests to develop and should not be limited to only one type of toy or activity.
- Discussion of how the parent is usually the young child's best "toy"
- Discussion of ways to spend more time interacting with the child
- Display and discussion of appropriate books for young children
- Discussion of the importance of books to a young child

HELPFUL RESOURCES:

Publications:

Beebe, Brooke, Tips for Toddlers, Dell Publishing Co., 1983.
Brazelton, T., Doctor and Child, Dell PUblishing Co., 1976.
Burtt, Kent & Kalkstein, Karen, Smart Toys, Harper & Row, 1981.
Caney, Steven, Steven Caney's Toy Book, Workman, 1972.
Isenberg, J. P., Jacobs, J. E. Playthings as Learning Tools: A Parents' Guide, Wiley, 1982.
Kaben, B., Choosing Toys for Children from Birth to Five, Schocken, 1979.
Lorton, M. B. , Workjobs for Parents, Addison-Wesley, 1975.
Marzollo, Jean, Supertot, Harper Colophon Books, 1977.
Toys 'n Things, Teachables from Trashables, Toys 'n Things Training & Resource Center, Inc., 1979.

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Audio Visual Aids:

Preparing the Child for Learning filmstrip series, Parents Magazine Films, Inc., 1973.
"Toys That Teach" filmstrip put out by Toys 'n Things Training and Resource Center, Inc.
"Treasure House of Toys" filmstrip put out by Toys 'n Things Training and Resource Center, Inc.

Handouts:

"Toys May Be Hazardous...Choose Wisely", # XI.-64
"Toys Are Tools for Learning", (see Parent Handbook)
"The Best Toys in Life are Free", (see Parent Handbook)

Columbia Basin College

PARENT/TODDLER CURRICULUM

Module: **Physical Development**

Topic: **Growth and Development (24-36 Months)**

INSTRUCTIONAL PURPOSE: Children go through similar developmental patterns, each at his/her own rate. Knowledge of these patterns assists parents in dealing with stages and developmental expectations. As the toddler moves from one stage to another, and as abilities increase, the child becomes more actively involved in the world. This means parents need to plan new approaches to supervision, activities and expectations. The goals in covering this topic are: 1) to provide knowledge of a child's growth and development, aiding parents in planning proper activities; 2) to help parents develop realistic expectations of the toddler's abilities; 3) to plan ways to adjust to the changes in growth.

Coverage of the topic could include, but not be limited to, the following:

- The need for planning active spaces to fit the toddler's increased physical activity
- Discussion of how child development information helps parents plan appropriately
- Presentation of an overview of physical, emotional, intellectual, and social development
- The very active toddler puts new time and energy demands on parents.

HELPFUL RESOURCES:

Publications:

Ames, L, Ilig F. L., Your Two Year Old, Dell Publishing Co., New York, 1980.
Biehler, Robert F., Child Development: An Introduction, Second Edition, Houghton Mifflin Company, Boston, 1981.
Charlesworth, Rosalind, Understanding Child Development, Second Edition, Delmar Publishers, Inc., 1987.

Handout:

"Preschool Profile", (see Parent Handbook)

1987

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PARENT/TODDLER CURRICULUM

Module: **Cognitive Development**

Topic: **Importance of Play**

INSTRUCTIONAL PURPOSE: A toddler on the go utilizes senses and newfound abilities to explore the environment through play. Through this play toddlers learn about themselves, others and their environment. They develop and practice emotional, physical, cognitive and social skills. Play is the business of childhood. The goal in covering this topic is to discover the myriad of learning that occurs through a child's play.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of how play contributes to the physical, social, emotional and intellectual development of children
- Presentation of how a proper setting encourages play
- Presentation of play materials which are developmentally appropriate
- Observation of children at play
- Discussion of ways in which developmental growth can be stimulated by various play activities
- Development of self-awareness is aided by allowing the child independence during play.

HELPFUL RESOURCES:

Publications:

Brazelton, T. Berry, Parents and Toddlers, New York: Delacorte Press, 1970.
Bruner, J., Play, Its Role in Developmental Evolution, New York: Basic Books, 1976.
Elkind, David, The Hurried Child, Addison-Wesley, Reading, MA, 1981.
Gordon, Ira J., et.al., Child Learning Through Child Play: Learning Activities for Two- and Three-Year Olds, St. Martins, N.Y., 1972.
Mather, June, Learning Can Be Child's Play, Abingdon, Nashville, TN, 1976.
Marzallo, Jean, Lloyd, Janice, Learning Through Play, Harper Colophon Books, Harper and Rowe, N.Y., 1974.
Read, Katherine, The Nursery School, 6th edition, Philadelphia, W. B. Saunders, 1976.

Audio-Visual Aids:

Understanding Parenthood Series, "Play and Self-Expression", Parents Magazine Films, Inc., 1974.
The Role of Play in Development, "All in the Game", 16 mm. film, CBC Parent Education Library, Education Development Center, Inc.

Handouts:

"Why Play is Important", J. Hymes, # II.-8.
"Sure He Can Read. But Can He Play?", Moore (see Parent Handbook).
"Learning in the Centers - The Setting For Growth" (see Parent Handbook).

PARENT/TODDLER CURRICULUM

Module: **Emotional Development**

Topic: **Anger**

INSTRUCTIONAL PURPOSE: Anger is a normal part of the human experience. The toddler's interests and desires are not always met by their abilities, thus frustration occurs and anger is the result. It is important to accept anger as a healthy emotion. The goal in covering this topic is: to learn ways to express and accept anger in ourselves and others.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of what causes anger, in the child and in the parent
- Emphasis on accepting anger as a natural and necessary emotion
- Discussion of ways to handle anger and to help children handle it
- Presentation of information on the psychological aspect of expressing/ withholding anger
- Comparison of aggression with anger
- Presentation of ways in which positive aggression can help solve problems

HELPFUL RESOURCES:

Publications:

Cicchetti, D., and Hesse, P. (eds.), Emotional Development, Jossey-Bass, San Francisco, 1982.

Fear, Anger, Dependence: Exploring Childhood Seeing Development, Educational Development Center, Inc., Cambridge, MA, 1975.

Fraiberg, Selma H., The Magic Years, Understanding and Handling the Problems of Early Childhood, Charles Scribner's Sons, N.Y., 1959.

Kuczen, Barbara, Ph.D., Childhood Stress, Don't Let Your Child be a Victim, Delacorte Press, New York, 1982.

Leach, Penelope, Your Baby and Child, From Birth to Age Five, Alfred A. Knopf, New York, 1978.

Audio-Visual Aids:

Understanding Parenthood Series, "The Development of Feelings in Children", "Anger and Sadness" and "Expressing Feelings", Parents' Magazine Films, Inc., 1974.

Handout:

"Getting Mad is Quite O.K.", Eda LeShan, #III.-12

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PARENT/TODDLER CURRICULUM

Module: **Emotional Development**

Topic: **Temperament**

INSTRUCTIONAL PURPOSE: We know every person has his/her own unique personality. The differences in personality and temperament are present at birth. A child's inherited behavioral style will determine how he/she interacts with the environment. Parents can help children develop to their fullest potential when they consider and respect the children's behavioral styles. Many times the parent feels responsible for a child's difficulties when, realistically, they are not to blame. The goals in covering this topic are: 1) to develop an awareness of the different behavioral styles of parents and children; 2) to provide a forum for discussing the different types of temperament; 3) to learn the strategies for dealing with different personality characteristics.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of children's reactions to routine activities
- Definitions of various temperaments: difficult, slow-to-warm up, highly active, persistent, easy
- Presentation of the special needs of the different behavioral styles
- Realization that the parent is not responsible for every aspect of child's behavior
- Sex differences in behavioral characteristics
- Discussion of strategies for dealing with different temperaments
- Presentation of ways to cope when parent's and child's personalities conflict

HELPFUL RESOURCES:

Publications:

Brazelton, T. Berry, Toddlers and Parents, New York: Dell, 1974.

Brooks, Jane B., The Process of Parenting, 2nd edition, Mayfield Publishing Company, 1987.

Charlesworth, Rosalind, Understanding Child Development, Delmar Publishers, Inc., 1987.

Chess, Stella, Thomas, Alexander, Birch, Herbert G., Your Child Is A Person, New York: Penguin Books, 1965.

Crary, Elizabeth, Without Spanking or Spoiling: A Practical Approach to Toddler and Preschool Guidance, Parenting Press, 1979.

Green, Christopher, Toddler Taming, New York: Fawcett Columbine, 1984.

Rubin, Richard R., Fisher, John J., Doering, Susan G., Ages One and Two, Your Toddler, New York: Collier Books, 1980.

Turecki, S., The Difficult Child, Bantam Books, 1985.

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Audio-Visual Aid:

Emotional Development Filmstrip
Human Development: The First 2 1/2 Years, "Styles of Interaction", slides.

Handout:

"Temperament Rating", # III.-13.

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PARENT/TODDLER CURRICULUM

Module: **Emotional Development**

Topic: **Fears of Young Children**

INSTRUCTIONAL PURPOSE: As the toddler's wavering independence develops, his/her days are filled with insecure feelings and inconsistent behaviors. One moment the toddler may be full of self-security and confidence, the next moment becoming frightened over a familiar situation or object. Parents often find it difficult to know what to do to help a child handle fears---should they be dismissed as being unimportant or should parents comfort the child and possibly reinforce the child's dependence or timidity? The goals in covering this topic are: 1) to help parents see fears from the child's point of view; 2) to learn ways to help the child handle and overcome fears.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of various childhood fears: separation, baths, doctors, dogs, hospitals, monsters, the dark, rational vs. irrational fears, etc.
- Sharing of feelings about children's fears
- Emphasis on looking at the child's point of view
- Discussion of how a toddler's increasing investigative independence and awareness bring about new fears
- Discussion of strategies to deal with a child's fears

HELPFUL RESOURCES:

Publications:

Fraiberg, Selma, The Magic Years, New York: Charles Scribner's Sons, 1959.

I and Other Writers Collective, It's Scary Sometimes, New York: Human Sciences Press, 1978.

Kuczen, Barbara, Ph.D., Childhood Stress, Don't Let Your Child Be A Victim, New York: Delacorte Press, 1982.

Rubin, Richard R., Fisher, John J., Doering, Susan G., Ages One and Two, Your Toddler, New York: Collier Books, 1980.

Scharlatt, Elizabeth L. (ed.), Kids Day In and Day Out, Simon and Schuster, 1979.

Segal, Marilyn, Adcock, Don, Your Child at Play: Two to Three Years, New York: Newmarket Press, 1985.

Wolman, Benjamin B., Children's Fears, New York: New American Library, 1979.

Audio Visual Aid:

Understanding Parenthood Series, "The Development of Feelings in Children", "How to Deal With Fear", Parents Magazine Films, Inc., 1974.

Handout:

"When Children Are Afraid", # III. 14.

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PARENT/TODDLER CURRICULUM

Module: **Social Development**

Topic: **Preschool Selection**

INSTRUCTIONAL PURPOSE: As the toddler reaches the preschool years, parents begin asking whether preschool should be a consideration, and if so, which one would be the best for their child. Each preschool functions under an education philosophy regarding early childhood development. Parents need to take a look at their expectations, needs and philosophies in selecting a preschool. The goals in covering this topic are: 1) to help parents evaluate their preschool expectations; 2) to provide parents information needed for preschool selection; 3) provide parents with appropriate guidelines for selecting a preschool.

Coverage of the topic could include, but not be limited to, the following:

- Presentation of a brief synopsis of various philosophies of early childhood education
- Discussion of different types of preschools.
- Discussion of parent expectations of a preschool experience for their child
- Emphasis on appropriate preschool practices
- Considerations for preschool selection: cost, time, travel, etc.
- Discussion of the importance of visiting programs with child before selection of preschool

HELPFUL RESOURCES:

Publications:

Ames, Louise, Chase, Joan, Don't Push Your Preschoolers, Harper and Row, N. Y., 1980.

Read, Katherine H., The Nursery School, 6th Edition, W. B. Saunders Company, Philadelphia, PA, 1976.

Caplan, Frank, Parents' Yellow Pages, Anchor Press/Doubleday, 1978.

"Integrated Components of Appropriate and Inappropriate Practice for 4- and 5-year Old Children", Position statement by N.A.E.Y.C. from Young Children, September, 1986.

Handout:

"Your Child's First Preschool Experience" by Wintczak and Froelich, # IV.-19.

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Columbia Basin College

PARENT/TODDLER CURRICULUM

Module: **Social Development**

Topic: **Sharing**

INSTRUCTIONAL PURPOSE: As toddlers move from parallel to cooperative play, sharing and taking turns becomes part of their social learning. Social conflicts arise as social contacts increase. Parents become concerned about ways to help their two year old learn socially acceptable behaviors. The goals in covering this topic are: 1) to develop realistic expectations of children's social behavior; 2) to provide suggestions for helping children develop socially acceptable behaviors.

Coverage of the topic could include, but not be limited to, the following:

- The first step in fostering the ability to share is to allow the child to own his own possessions, unconditionally.
- Discussion of differences between parallel and cooperative play and ways to encourage sharing
- Discussion of parents' attitudes and behaviors, the importance of modeling behaviors in sharing
- Presentation of ways to help children learn to take turns
- Avoid conflicts by planning ahead; (i.e., having more than one of the same type of toy and putting away favorite toys that do not have to be shared)

HELPFUL RESOURCES:

Publications:

Crary, Elizabeth, I Want It, Parenting Press, 1982.
Crary, Elizabeth, Without Spanking or Spoiling, Parenting Press, 1979.
Rothenburg, A., Hitchcock, S., Harrison, M., Graham, M., Parentmaking, The Banter Press, 1981.
Rubin, K. H., Ross, H. S. (eds.), Peer Relationships and Social Skills in Childhood, Springer-Verlag, New York, 1982.
Smith, C. A., Promoting the Social Development of Young Children: Strategies and Activities, Mayfield, Palo Alto, CA, 1982.
Charlesworth, Rosalind, Understanding Child Development, 2nd Edition, Delmar Publishers, Inc., New York, 1987.

Audio-Visual Aids:

Understanding Parenthood Series, "Play and Self-Expression" and "Play and Peer Relationships", Parents' Magazine Films, Inc.
Early Childhood Slide Presentations, "Emotional and Social Development" and "Human Development-Sex Differences and Socialization".
White, Burton, "Babies and Childcare", NAEYC videotape # 881, 1985.

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PARENT/TODDLER CURRICULUM

Module: **Social Development**

Topic: **Unacceptable Behavior**

INSTRUCTIONAL PURPOSE: During toddlerhood unacceptable behaviors may appear. As the toddler gains social experience and autonomy through play and exploration the child experiments with behaviors that parents often find socially or personally unacceptable. Dealing with these behaviors can cause much frustration for the parent. The goals in covering this topic are: 1) to provide a forum for discussion of unacceptable behaviors; 2) to learn effective responses to situations.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of parental feelings about unacceptable behavior
- Examination of behaviors and parental responses to them, i.e., messes, broken toys, lying, biting, dressing, discipline in public places, hitting, whining, running off, bad language, etc.
- Possible reasons for child behavior and responses
- Discussion of how parental responses encourage or discourage behavior

HELPFUL RESOURCES:

Publications:

Brooks, Jane B., The Process of Parenting, Mayfield Publishing Co., 1987.
Dreikurs, Rudolph, Coping with Children's Misbehaviors: A Parents' Guide, New York: Hawthorn Books, 1972.
Green, Christopher, Toddler Taming, New York: Fawcett Columbine, 1984.
Mitchell, Grace, A Very Practical Guide to Discipline with Young Children, Telshare Publishing, Inc., 1982.
Patterson, G., Living with Children: New Methods for Parents and Teachers, Champaign, Ill., Research Press, 1976.

Audio-Visual Aid:

Hugs 'n Kids, "Parenting Your Preschooler", San Fernando Valley Child Guidance Clinic. Filmfair Communications, 10900 Ventura Blvd., Studio city, CA 91604, 1983. (Presents situations illustrating common problems and the parent-child interaction involved.)

Handouts:

"Handling Misbehavior in Children", # IV.-20.
"Children with Problems", # IV/.-21.

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PARENT/TODDLER CURRICULUM

Module: **Self-Esteem**

Topic: **Four Styles of Parenting**

INSTRUCTIONAL PURPOSE: The development of self-esteem is one of the most important aspects of a successful life. How a person sees himself/herself affects how they will live their life: how they will adjust to new situations; how they will react to others; how they will handle problems; and how self-reliant they will become. The types of messages people receive about themselves help to form their self-concept. The goals in covering this topic are: 1) to help parents differentiate between negative and positive messages; 2) to discover parenting techniques that encourage self-esteem.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of the importance of self-esteem
- What contributes to self-esteem
- Discussion of positive and negative messages
- Discussion of how using different parenting techniques can influence a child's self-esteem
- Emphasis on parenting techniques: nurturing, structuring, marshmallowing, and criticizing, and how they affect self-esteem
- Discussion using the different types of parenting in reacting to different situations

HELPFUL RESOURCES:

Publications:

Babcock, Dorothy E., Keepers, Terry D., Raising Kids O.K.: Transactional Analysis in Human Growth and Development, New York: Avon Books, 1977.
Briggs, Dorothy Corkill, Your Child's Self-Esteem, Doubleday, Garden City New York, 1975.
Clarke, Jean Illsley, Self-Esteem: A Family Affair, Winston Press, 1978.
Ernst, Ken, Pre-Scription: A T.A. Look at Child Development, Millbrae, CA, Celestial Arts, 1976.
Satir, Virginia, Peoplemaking, Palo Alto, CA, Science and Behavior Books, 1972.

Handouts:

Poem: "Building Self-Esteem", Author unknown, # V.-25.
"Raising a Bright and Happy Child", # V. -26.
"Four Ways of Parenting Description", # V.-27.

1987

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PARENT/TODDLER CURRICULUM

Module: **Discipline**

Topic: **Independence**

INSTRUCTIONAL PURPOSE: During early development children go through a first adolescence as they strive for the independence that is so important for survival. This is a difficult time for both parent and child; the child who previously agreed to do things the parents' way begins to insist upon his own methods and verbalizes his disagreement with frequent negative reactions. The goals in covering this topic are: 1) to help parents understand the importance of developing independence; 2) to discover ways to encourage independence yet maintain control: 3) to develop reasonable expectations about toddler behaviors.

Coverage of the topic could include, but not be limited to, the following:

- As the toddler becomes truly independent (gets around on his/her own, thinks, solves problems, communicates, etc.) conflicts arise
- Discussion of ways to avoid conflict
- Teaching new behaviors to toddlers
- Discussion of ways to help children develop good socializing behavior
- Establishing limits help both parent and child
- Planning ahead for possible problems or needs will make life easier
- Not all methods of dealing with conflicts work with each specific child.
- Discussion of various ways of dealing with problems: positive rewards, time out, spanking or other punishments, environmental control, and natural consequences, etc.

HELPFUL RESOURCES:

Publications:

Brazelton, T. Berry, M.D., Toddlers and Parents, Delacorte Press, Dell Publishing Co., New York, 1974.

Crary, Elizabeth, Without Spanking or Spoiling: A Practical Approach to Toddler and Preschool Guidance, (teacher's guide available), Parenting Press, 1979.

Dodson, Dr. Fitzhugh, How to Discipline With Love, Signet, 1978.

Dreikurs, Rudolf, and Cassel, Pearl, Discipline Without Tears: What To Do With Children Who Misbehave, Hawthorn, New York.

Mitchell, Grace, A Very Practical Guide to Discipline with Young Children, Telshare Publishing, Inc., 1982.

Reynolds, Bean, Enrich, How to Discipline Children Without Feeling Guilty, Sunnyvale, CA, 1980.

Segal, Marilyn, and Adcock, Don, Your Child at Play: Two to Three Years, New York: Newmarket Press, 1985. The first three chapters are especially helpful.

Audio-Visual Aids:

Dinkmeyer, Don, and McKay, Gary, Systematic Training for Effective Parenting, American Guidance Service, Circle Pines, MN 55014, 1976.
Lerman, Saf, Responsive Parenting Kit, American Guidance Service, Inc., 1978.
Discipline and Self-Control, Modern Talking Picture Service, Film Scheduling Center, 2323 New Hyde Park Road, New Hyde Park, NY 10040. Available for loan.
Understanding Parenthood Series, Parents Magazine Films, Inc., 1974.

Handouts:

"Child-Rearing: A Return to Discipline, Without Forgetting Love", Richard Flaste, # VI.-31.
"Guidance Techniques that Really Work With Toddlers", # VI.-30.

PARENT/TODDLER CURRICULUM

Module: **Family Relationships**

Topic: **Sibling Rivalry**

INSTRUCTIONAL PURPOSE: Sibling rivalry can affect family harmony and cause distress for parents who feel a caring relationship is not apparent. The goals in covering this topic are: 1) to help parents discover coping strategies; 2) to help parents unerstand the normalcy and function of sibling rivalry; 3) to understand family interactions and roles.

Coverage of the topic could include, but not be limited to, the following:

- Sibling rivalry is a normal part of development.
- Children can learn negotiating skills.
- Presentation of how birth order and the children's sex affects rivalry
- Presentation of how parents can nurture friendships among siblings
- Anger is natural, but use of physical violence is unacceptable.
- Discussion of ideas for reducing sibling rivalry: parental attention, companionship, power, avoiding comparisons
- Discussion of problems and suggestions for handling rivalry

HELPFUL RESOURCES:

Publications:

Acus, Leah Kunkle, Quarreling Kids (Stop the Fighting and Develop Loving Relationships Within the Family), Prentice-Hall, 1981.
Bank, Stephen, Kahn, Michael D., The Sibling Bond, Basic Books, 1982.
Calladine, Carole & Andrew, Raising Siblings, Delacorte, 1979.
Dunn, Judy, Sisters and Brothers, The Developing Child Series by Harvard University Press, 1985.
Gardner, Richard A., Understanding Children, Aronson, Inc., 1973.
Lamb, M. E., Sutton-Smith, B., ed. Sibling Relationships: Their Nature and Significance Across the Lifespan, Eribaum, 1982.
McDermott, John., The Complete Book of Sibling Rivalry, Wideview Books, 1980.
Reit, Seymour V., Sibling Rivalry, Ballantine Books, 1985.
Weiss, Joan Solomon, Your Second Child, Summit Books, 1981.

Audio-Visual Aids:

Lerman, Saf, Responsive Parenting, "Helping Siblings Get Along Together", American Guidance Service, 1984.
Hugs 'n Kids-Parenting Your Preschooler, "Sibling Rivalry", San Fernando Valley Child Guidance Clinic, Filmfair Communications, 10900 Ventura Blvd., Studio City, CA 91604, 1983.

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Handout:

"Ideas for Reducing Sibling Rivalry", Elizabeth Crary, # VII.-37.

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PARENT/TODDLER CURRICULUM

Module: **Stress**

Topic: **Stress in Young Children**

INSTRUCTIONAL PURPOSE: It is a concern whether today's lifestyle with such factors as divorce, single parenting, daycare, emphasis on over achievement, etc. is leading to increased stress in the young child. The goals in covering this topic are: 1) to help parents recognize the stressors in a child's life; 2) to aid in understanding the individuality of reacting to stress; 3) to examine techniques for helping children cope with stress.

Coverage of the topic could include, but not be limited to, the following:

- Stress occurs when a child feels something is threatening and an internal physical and emotional reaction is triggered.
- Each child perceives a situation as stressful and reacts in his own way
- Presentation of the symptoms of stress in children
- Discussion of typical stressors for the young child: social situations; the need to exert his independence; fears; and separation anxiety
- Discussion of ways children react to stress
- Emphasis on techniques of stress reduction
- Discussion of coping behaviors for parent and child

HELPFUL RESOURCES:

Publications:

Elkind, David, The Hurried Child, Addison-Wesley, Reading, MA, 1981.
Fassler, Joan, Helping Children Cope, Free Press, New York, 1978.
Garmezy, Norman, Ruttes, Michael, Stress, Coping and Development in Children, McGraw-Hill, 1983.
Kuczen, Barbara, Ph.D., Childhood Stress, Don't Let Your Child Be A Victim, Delacorte Press, New York, 1982.
Medeiros, Donal C., Porter, Barbara J., Welch, David, Children Under Stress, Prentice Hall, 1983.
Miller, Mary Susan, Child Stress. Doubleday, 1982.
Minnesota Project for Child Development, New Faces, New Spaces, Helping Children With Change, Toys 'n Things Training and Resource Center, Inc., 906 North Dale, St. Paul, Minn., 55103, 1980.
Saunders, Antionette, Bemsberg, Bonnie, The Stress Proof Child, Holt, Rinehart, and Winston, 1984.

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Audio-Visual Aids:

Understanding Parenthood Series, "Everyday Problems of Young Children", Parents Magazine Films, Inc., 1974.
Facing Family Stress: Concepts in Focus, Butterick, 1980.

Community Resources:

Child Psychologist

Handouts:

"Stress" compiled by Alice Curtis, # VIII.-43.
"Stress and Children" compiled by Jean Vye and Nancy Adams, # VIII.-44.

PARENT/TODDLER CURRICULUM

Module: **Health and Safety**

Topic: **Dental**

INSTRUCTIONAL PURPOSE: Early dental care can help prevent future problems. The toddler has acquired the first set of teeth, and a visit to the dentist is appropriate at this time. The goals in covering this topic are: 1) to help parents develop an awareness of the importance of early preventative care; 2) to develop familiarity with dental terminology; 3) to discuss proper dental care and dental development; 4) to offer an opportunity to visit and talk with a dentist.

Coverage of the topic could include, but not be limited to, the following:

- Rate of dental growth
- Abnormal dental development
- Discussion of ways early preventative care helps reduce future dental problems
- Emphasis on proper dental care
- Current dental technology
- Classroom visit to a dentist's office

HELPFUL RESOURCES:

Publications:

McGuire, Thomas, The Tooth Trip, Random House, 1972.
Moss, Stephen, Your Child's Teeth: A Parent's Guide to Making and Keeping Them Perfect, Houghton MIfflin, Boston, .
Rockwell, Helen, My Dentist, Greenwillow.

Community Resources:

Local dentist or dental hygienist

Columbia Basin College

PARENT/TODDLER CURRICULUM

Module: **Nutrition**

Topic: **The Picky Eater**

INSTRUCTIONAL PURPOSE: Along with the increase in health care awareness has come concern over dietary needs and habits. The toddler's eating habits have changed from accepting the food served to wanting to make some decisions for himself/herself. Refusal of a food can often be the toddler expressing independence. The goals in covering this topic are: 1) to help parents develop realistic expectations of a toddler's dietary needs and habits; 2) to help parents discover alternate nutritious substitutes; 3) to present techniques to encourage toddlers to try new foods.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of how children's eating habits change
- Discussion of some influences upon eating habits
- Presentation of what constitutes daily nutritional requirements for the toddler
- Presentation of techniques to encourage youngsters to try new foods
- Suggestions for nutritional substitutes to alternate with food being refused

HELPFUL RESOURCES:

Publications:

Lansky, Vicki, Feed Me, I'm Yours, Meadowbrook, Deephaven, MN, 1981.
Leach, Penelope, Your Baby and Child from Birth to Age Five, Alfred A. Knopf, Inc., New York, 1977.
Peavy, Linda S. & Pagenkopf,Ph.D., Grow Healthy Kids!, Grosset and Dunlap.
Rothenberg, A., Hitchcock, S., Harrison, H., Graham, M., Parentmaking, The Banster Press, 1981.

Audio-Visual Aid:

Hugs 'n Kids-Parenting Your Preschooler, "Refusal to Eat", Community Services, San Fernando Valley Child Guidance Clinic, 1983.

Community Services:

Public Health Department Nutritionist

Handout:

"What Makes a Good Snack", DSHS, # X.-60.

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PARENT/PRESCHOOL CURRICULUM

Module: **Growth and Development**

Topic: **Growth and Development (36-60 Months)**

INSTRUCTIONAL PURPOSE: The cooperative preschool curriculum at CBC is based on the philosophy that the child should be involved in developmentally appropriate activities. The goal in covering this topic is: to provide parents with a basic knowledge of child growth and development specifically related to children age 3-5, with an emphasis on each child developing at his own rate.

Coverage of the topic could include, but not be limited to, the following:

- Presentation of an overview of growth and development: physical, emotional, social and cognitive
- Discussion of the needs of children at various stages
- Presentation of child development theories: Piaget, Erikson, Freud, Gessell, etc.
- Developmental delays, when to seek professional help
- Cultural influences on child growth and development

HELPFUL RESOURCES:

Publications:

Brooks, Jane B., The Process of Parenting, Mayfield, 1981.
Hymes, James, The Child Under Six, Prentice Hall, 1963.
Miller, Karen, Ages and Stages, Warren Publishing House.
Robinson, Robinson, Darling, & Holm, A World of Children, Wadsworth, 1979.

Audio-Visual Aid:

Observing Young Children, Pinnacle; filmstrips and tapes.

Community Resources:

The Parent Education Department of Clark Community College, Vancouver, WA has developed a Child Development Curriculum Module.

Handout:

"The Preschool Child", # I.-5.

Columbia Basin College

PARENT/PRESCHOOL CURRICULUM

Module: **Cognitive Development**

Topic: **Play and Learning Environments**

INSTRUCTIONAL PURPOSE: Parent Educators are often asked if all the children in our preschool program do is "play", implying that a more task-oriented, academic learning environment is needed for children. The goal in covering this topic is: to explore the value of play as a means for the young child to learn.

Coverage of the topic could include, but not be limited to, the following:

- Value of play
- Ways of learning through play-problem solving, categorizing, imagination, language development, social development, attention span, math concepts, etc.
- Exploration of parental "anti-play" feelings
- Play needs: place, space and time
- Play materials
- Developmental stages of play
- Sex differences in play

HELPFUL RESOURCES:

Publications:

Elkhind, David, The Hurried Child, Addison-Wesley, 1981.
Hartley, Ruth E., Lawrence, K. Frank, Golenson, Robert M., Understanding Children's Play, Columbia University Press.
Hymes, James, The Child Under Six,, Prentice Hall, 1963.

Audio-Visual Aids:

It's All in the Game, film: Education Development Center, Inc., #18" Play and Self-expression".
Parents Magazine Filmstrip and tapes "Understanding Children".
Play and Learning: A Discussion with Barbara Bibir, N.A.E.Y.C., #807.

Community Resources:

The Parent Education Department of Clark Community College, Vancouver, WA has developed a Parent Education Module on "Learning Through Play".

Handouts:

"Sure He Can Read, But Can He Play" (see Parent Handbook)
"Why Play is Important", #II.-8

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PARENT/PRESCHOOL CURRICULUM

Module: **Cognitive Development**

Topic: **Kindergarten Readiness**

INSTRUCTIONAL PURPOSE: Parents of preschool children are often filled with anxiety about kindergarten. They worry that their child will not be ready for the kindergarten experience and are apprehensive about their child moving from the security of preschool to formal schooling. The goals in covering this topic are: 1) to provide parents with realistic expectations of the kindergarten setting; 2) to teach skills that enable parents to judge their own child's readiness for kindergarten.

Coverage of the topic could include, but not be limited to, the following:

- Presentation of what occurs in kindergarten classrooms
- Developmental norms of five year olds
- What kindergarten teachers expect from the child entering school
- Specific readiness checklist
- The effects on children who enter kindergarten before they are ready, the effects of overplacement
- Prevention instead of remediation. Benefits of "holding back" children

HELPFUL RESOURCES:

Publications:

Ames, Louise Bates, Ilg, Frances L., Your Five Year Old, 1979.
Elkhind, David, The Hurried CHild, Addison-Wesley, 1981.
Smart, Mollie S., Russel, C., Preschool Children, Development and Relationships, MacMillan, 1973.

Articles:

Gilmore, June E., "How Summer Children Benefit From a Delayed Start in School", Ohio School Psychologists Association Conference, Cincinnati, 1984.
Mawhinney, Paul, "We Gave Up on Early Entrance", Michigan Education Journal, May, 1984.

Community Resources:

Local kindergarten teachers, school principals.
Local kindergarten screening/assessment tools.

Audio-Visual Aids:

Human Development 2 1/2-6 Years, Concept Media, filmstrips, tapes, 1978.
Curriculum for Preschool and Kindergarten, a discussion with Lilian Katz, N.A.E.Y.C. videotape, # 804, 1985. National Association for the Education of Young Children.

Handouts:

"On School Readiness, Zorba the Greek", # II.-9.
"Notes on School Readiness", # II.-10.

PARENT/PRESCHOOL CURRICULUM

Module: **Emotional Development**

Topic: **Separation Anxiety**

INSTRUCTIONAL PURPOSE: The preschool child of three to five is dealing with a sense of initiative, curiosity about the world and eager to explore it. The child is physically, intellectually and socially ready to leave parents and enjoy several hours at preschool with peers and teachers. Unfortunately some children of this age suffer separation anxiety, which renders them initially unable to enjoy the preschool experience. The goals in covering this topic are: 1) to enable parents to recognize separation anxiety; 2) to learn coping skills to ease anxiety.

Coverage of the topic could include, but not be limited to, the following:

- Realization that separation anxiety is a normal developmental stage for the preschooler just as it was for the baby and toddler
- Discussion of ways to ease the anxiety: remaining a few extra moments with child, letting child bring something from home, giving the teacher details about happenings at home for her to initiate conversation with the child, etc.
- Parents suffer separation anxiety too. Nonverbal communication from the parent influences the child in his ability to separate.
- Discussion of children's fears: "What if I were kidnapped"; "What if you never came back to get me", etc.
- Importance of self-esteem for the child to counteract separation anxiety

HELPFUL RESOURCES:

Publications:

Brooks, Jane B., The Process of Parenting, Mayfield, 1981.
Elkhind, David, The Hurried Child, Addison-Wesley, 1981.
Raising a Happy Child, Successful Parenting series, Time-Life Books, 1986.
Rothenberg, B. Annye, Parentmaking, The Banster Press, 1981.

Audio-Visual Aids:

Video tape by Brazelton, T. Berry on Separation Anxiety.
Hugs 'n Kids, "Parenting Your Preschooler", San Fernando Valley Child Guidance Clinic, 1983.

Handout:

"Learning to Say Goodbye", # III.-11.

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Columbia Basin College

PARENT/PRESCHOOL CURRICULUM

Module: **Emotional Development**

Topic: **Death and Dying**

INSTRUCTIONAL PURPOSE: Death of a loved family member, friend or animal is a frightening experience for a young child. They may experience feelings of their own vulnerability, and may not be able to understand or deal with all the feelings the death brings. At the same time, the parents may be so involved in their own grieving process, or have ambivalent feelings about death, that communication with the child becomes almost impossible. The goals in covering this topic are: 1) to make parents comfortable in talking about death and dying to children; 2) to give them ways to cope with the grieving process in children.

Coverage of the topic could include, but not be limited to, the following:

- Understanding the concepts necessary for a child to accept death: the reality of the death, the cause and circumstances of the death and the disposal of the body; children's literalness makes it easier for them to relate to concrete explanations. (From research done by Erna Furman, Cleveland Center for Research in Child Development)
- It's acceptable for adults to show grief in front of children.
- The process of grieving is long and one must pass through all stages. Anger, misbehavior, withdrawal and a seemingly "uncaring" attitude are all part of it.
- Normal reactions to death may include guilt, idealization or replacement wish.

HELPFUL RESOURCES:

Publications:

Alexander, Sue, Nadia the Willful, Pantheon.
Bernstein, Joanne E., Loss and How to Cope With It, Clarion Books.
Brown, Margaret Wise, The Dead Bird, Harper and Row.
Brooks, Jane B., The Process of Parenting, Mayfield, 1981.
DePaola, Tomie, Nana Upstairs and Nana Downstairs, G. P. Putnam's Sons, Puffin (paperback).
Grollman, Earl A., Talking About Death: A Dialogue Between Parent and Child, Boston: Beacon Press, 1976.
Grollman, Earl A., editor, Explaining Death To Children.
Jewett, Claudia L., Helping Children Cope With Separation and Loss.
Krementz, Jill, How It Feels When a Parent Dies, Alfred A. Knopf.
Kubler-Ross, E., Questions and Answers on Death and Dying, MacMillan, 1974.
Miles, Miska, Annie and the Old One, Little, Brown and Company.
Rofes, editor, The Kids' Book About Death and Dying, by the unit at the Fayerweather Street School, Little, Brown and Company.
Schiff-Sarnoff, H., The Bereaved Parent, Penguin, 1978.

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Publications continued:

Smith, Doris Buchanan, A Taste of Blackberries, Scholastic Inc., Apple Paperbacks.
Stein, Sara Bonnett, About Dying: An Open Family Book for Parents and Children Together, Walker and Company.
Stiles, Norman, I'll Miss You, Mr. Hooper, Random House, CTW.
Viorst, Judith, The Tenth Good Thing About Barney, Atheneum.
Warburg, Sandol S., Growing Time, Boston: Houghton Mifflin Company, 1969.
Wilhelm, Hans, I'll Always Love You, Crown Publishers.
Zolotow, Charlotte S., My Grandson Lew, New York: Harper and Row, 1974.

Audio-Visual Aids:

Parents Magazine Filmstrips "Understanding Young Children".
Mr. Rogers Programs: "Talking With Young Children About Death, videotape for adults. "Death of a Goldfish", videotape for children. Family Communications, 4802 Fifth Avenue, Pittsburgh, PA 15213.
Responsive Parenting, #8, "Helping Children Handle Fear", American Guidance Series, 1984.

Community Resources:

Tri-Cities Chaplaincy, The Compassionate Friends, 7514 Yellowstone, Kennewick, WA 99336.

Handout:

"Reaching Out, Do's and Don'ts", # III.-15.

PARENT/PRESCHOOL CURRICULUM

Module: **Social Development**

Topic: **Language Problems and Delays**

INSTRUCTIONAL PURPOSE: Speech and language delays may be of concern to some parents of preschool children when they start to compare their own child's language skills with other children in the preschool classroom. Appropriate language development is important as it provides the basis for later social and cognitive growth. The goals in covering this topic are: 1) to provide parents with information on language development; 2) to explore activities that promote language; 3) to help parents know when to seek professional help for their child.

Coverage of the topic could include, but not be limited to, the following:

- Presentation on the broad range of normal language development
- Description of common language problems: articulation, general language delays, etc.
- Providing examples of activities which foster good language development in the preschool and at home

HELPFUL RESOURCES:

Publications:

Cazden, C. B., editor, Language in Early Childhood Education.
Karnes, Merle B., Helping Young Children Develop Language Skills, A Book of Activities, Council for Exceptional Children, 1968.
Liebergott, Jacqueline, et al, Children With Speech and Language Impairments, U. S. Printing Office, Head Start publication.
Teach Your Child to Talk, A Parent Handbook, Staff Development Language and Speech Center, Grand Rapids, Mich.

Audio-Visual Aids:

Human Development 2 1/2-6 Years, "Language Development", Concept Media, 1978.
Parents Magazine Filmstrips, "Understanding Children", #12, Educational and Language Disabilities.

Community Resources:

Language Disorder Specialist, from the public schools.
Speech and Hearing Clinic personnel, speech therapist, see Yellow Pages.

Handout:

"17 Clues to Speech and Language Problems", # IV.-22.

PARENT/PRESCHOOL CURRICULUM

Module: **Social Development**

Topic: **Television**

INSTRUCTIONAL PURPOSE: Recent studies have shown preschool children are viewing T.V. an average of 22 1/2 hours per week, spending more time in front of the T.V. set than in play or preschool. It is an influential media in America's everyday life. Young children viewing the world through television are exposed to social concepts, animated fantasy, problem solving and toy marketing. Knowing the possible influence this media can exert creates a need to examine family's viewing habits. The goals in covering this topic are: 1) to familiarize the parent with the positive and negative effects of television viewing; 2) to suggest alternatives to television viewing; 3) to provide parents with the skills need to evaluate T.V. programs aimed at children.

Coverage of the topic could include, but not be limited to, the following:

- Positive aspects of television, i.e., expansion of children's horizons, educational television programs and relaxation
- Negative aspects of television, i.e., passivity (child viewing as a spectator, not learning through concrete experience), violence, aggression, sex stereotyping
- Commercialization; the average child sees approximately 20,000 commercials per year
- Guidelines for program evaluations
- Alternative activities for children

HELPFUL RESOURCES:

Publications:

Brooks, Jane B., The Process of Parenting, Mayfield, 1981.
Caplan, Frank, Parents' Yellow Pages, Anchor Press/Doubleday, 1978.
DeFranco, E., T.V. On/Off, Goodyear, Englewood Cliffs, NJ, 1980.
Elkind, David, The Hurried Child, Addison-Wesley, 1981.
Kaye, Evelyn, The Family Guide to Children's Television, Pantheon, 1974.
Moris, Norman S., Television's Child, Little, Brown and Company, 1980.
Scharlatt, Elisabeth L. (editor), Kids Day In and Day Out; A Parents' Manual, Simon and Schuster, 1979.
Winn, Marie, The Plug in Drug, Viking Penguin, 1977.

Audio-Visual Aid:

"But First, This Message", film from Action for Children's T.V.,
46 Austin Street, Newtonville, MA 02160.

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Community Resources:

Action for Children's T.V., 46 Austin Street, Newtonville, MA 02160
Annual membership, many publications.

Handout:

"Television Fact Sheet", # IV.-23.

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PARENT/PRESCHOOL CURRICULUM

Module: **Self-esteem**

Topic: **Child's Self-esteem**

INSTRUCTIONAL PURPOSE: Positive self esteem is vitally important for children. How a child feels about himself affects how he lives his life. Children who have high self-esteem respond in positive ways, enabling them to reach their potential. Success with peers, with family and with school can all depend on a child's perception of himself. The goals in covering this topic are: 1) to familiarize parents with the rationale for fostering self-esteem in children; 2) to provide skills to enable parents to work on improving their own child's self-esteem.

Coverage of the topic could include, but not be limited to, the following:

- Presentation of importance of positive self-esteem
- What contributes to positive self-esteem, including mirroring, behaviors and the effect of negative messages
- Incorporating positive self-esteem in the whole family

HELPFUL RESOURCES:

Publications:

Briggs, Dorothy Corkhille, Your Child's Self-esteem, Doubleday and Co., Inc., 1970.
Clarke, Jean Illsley, Self-esteem: A Family Affair, Winston Press, 1978.

Audio-Visual Aids:

"Family Self-esteem: Jennifer James".
"Parenting Skills", tape in CBC Parent Education Library.
"Responsive Parenting", Sal Lerman, AGS Building a Child's Positive Self-Image.

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Columbia Basin College

PARENT/PRESCHOOL CURRICULUM

Module: **Discipline**

Topic: **Exploring Theories**

INSTRUCTIONAL PURPOSE: Since their first days of parenthood, parents have been exposed to conflicting advice from friends, relatives, television, newspapers and popular magazines on how to discipline their child. The goal in covering this topic is to present parents with various guidance theories, thus enabling them to select techniques that work for them.

Coverage of the topic could include, but not be limited to, the following:

- Rudolf Dreikurs: Adler-Dreikurs Model of Basic Principles in Dealing With Children including the theory of natural consequences, the four goals of children's misbehavior, withdrawal from conflict, and family councils
- Systematic Training for Effective Parenting (S.T.E.P.): A practical sequential guide to improving parent-child relationships based on the ideas of Rudolph Dreikurs and combining the ideas of Haim Ginott and Thomas Gordon including communication skills, natural and logical consequences, family meetings, self-esteem, and understanding children's misbehavior
- Parent Effectiveness Training (P.E.T.): Author Thomas Gordon. A specific program that trains parents to prevent problems before they occur and employs three major methods of guidance: "active listening", "I messages" and the "no Lose" method of resolving conflicts
- Other popular theorists including Dobson (Dare to Discipline) and Ginott (Between Parent and Child). Elizabeth Crary and Clare Cherry's recent publications will also be useful to parents (see bibliography)

HELPFUL RESOURCES:

Publications:

Cherry, Clare, Parents, Please Don't Sit on Your Kids, David S. Lake Publishers, 1985.
Crary, Elizabeth, Without Spanking or Spoiling: A Practical Approach to Toddler and Preschool Guidance, Parent Press: Seattle, 1979.
Dobson, James, Dare to Discipline, Tyndale House Publishers: Wheaton, Illinois, 1970.
Dobson, James, The Strong-Willed Child, Tyndale House Publishers: Wheaton, Illinois, 1982.
Dreikurs, Rudolph, The Challenge of Parenthood, Hawthorn Books: New York, 1958.
Dreikurs, Rudolph, Children: The Challenge, Tuell, Sloan, and Pearce: New York, 1964.
Dreikurs, Rudolph, Cassell, Pearl, Discipline Without Tears, Hawthorn/Dutton 1972.

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Publications continued:

Farber, Adele, Mazdish, Elaine, How to Talk so Kids Will Listen and Listen So Kids Will Talk, Avon: New York, 1980.
Ginott, Haim G., Between Parent and Child, Avon, New York. 1956.
Gordon, Thomas, Parent Effectiveness Training, Peter H. Wyden, Inc.: New York, 1970.
Gordon, Thomas, P.E.T. in Action, Bantam Books, Toronto, 1976.
Mitchell, Grace, A Very Practical Guide to Discipline With Young Children, Telshare Publishing Inc., 1982.

Audio-Visual Aids:

Concepts in Focus, "Do You Really Communicate?", filmstrips and tapes, Butterick Publishing, 1980.
Good Discipline for Young Children, a discussion with James Hymes. National Association for the Education of Young Children, videotape, # 805, 1985.
The Art of Parenting, Research Press Co., 1977.
Hugs 'n Kids-Parenting Your Preschooler, "Disciplining in Public Places" Filmfair Communications, San Fernando Valley Child Guidance Clinic.

Community Resources:

The Parent Education Department at Clark Community College, Vancouver, WA has a curriculum module on discipline.

Handouts:

"The Adler Dreikurs Model of Basic Principles in Dealing with Children", # VI.-32.
"Techniques of Direct and Indirect Guidance", # VI.-33.
"Some Helpful Techniques" (see Parent Handbook)

Columbia Basin College

PARENT/PRESCHOOL CURRICULUM

Module: **Family Relationships**

Topic: **Conflict Resolution**

INSTRUCTIONAL PURPOSE: It is inevitable that seemingly insoluble problems will arise between parent and child, between partners and between children, regardless of how well the family functions. The goals in covering this topic are: 1) to expose parents to the step-by-step conflict resolution process in order to teach them skills needed for problem solving; 2) they will be able to model these skills to the child, to help his problem solving skills.

Coverage of the topic could include, but not be limited to, the following:

- The process of problem-solving: figuring out what the problem is, thinking of possible solutions, evaluating the possibilities, deciding on a solution, putting the solution into action; evaluating the solutions, starting over if necessary
- Conflict resolutions ideas that could work between children-simplification of above process
- Use of problem-solving skills to discuss preschool classroom problems, or individual child problems

HELPFUL RESOURCES:

Publications:

Brooks, Jane B., The Process of Parenting, Mayfield, 1981.

Clabby, John, Elias, Maurice, Teach Your Child Decision Making, 1986.

Clarke, Jean Illsley, editor, HELP! For Parents of Children 3-6 Years Old, Harper and Row, 1986.

Crary, Elizabeth, Kids Can Cooperate: A Practical Guide to Teaching Problem Solving, Parenting Press, 1984.

Crary, Elizabeth, Without Spanking or Spoiling, Parenting Press, 1979.

Children's Books:

Crary, Elizabeth, I'm Lost, Parenting Press, 1984.
I Want It, Parenting Press, 1982.
I Can't Wait, Parenting Press, 1982.
I Want to Play, Parenting Press, 1982.
My Name is Not Dummy, Parenting Press, 1983.

Audio-Visual Aids:

Hugs 'n Kids, Parenting your Preschooler, San Fernando Valley Child Care Clinic, 1983.

Parents Magazine Filmstrip and tape, "Understanding Children", #14 Family Relationships, #21 Everyday Problems.

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Handout:

"Six Steps in Problem-solving", # VII. 38.

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PARENT/PRESCHOOL CURRICULUM

Module: **Stress**

Topic: **Parent Burnout**

INSTRUCTIONAL PURPOSE: Parents today are facing pressures that greatly increase the demands on their energy. They may be a single head of a household, earning a second family income, escalating a career, trying to juggle children to day care, ballet lessons, sports practices, while being involved in PTA, school board, etc. These pressures can become overwhelming and lead to "parent burnout". The goals in covering this topic are: 1) to help parents suffering from burnout find ways to overcome it; 2) to explore preventative measures with parents who have not yet experienced it.

Coverage of the topic could include, but not be limited to, the following:

- What is parent burnout?
- Symptoms of parent burnout
- Causes of parent burnout
- Possible consequences of parent burnout
- Strategies for preventing parent burnout to include self-care, support systems, time management, goal setting, etc.

HELPFUL RESOURCES:

Publications:

Jorde, Paul, Avoiding Burnout: Strategies for Managing Time, Space and People in Early Childhood Education, Acropolis Books, 1982.
Procaccini, J., Kiefaber, M., Parent Burnout, Doubleday, 1983.

Community Resources:

Mental Health Practitioners
Psychologists (in private practice)
Psychiatrists

Workshop Notebook:

Batdorf, Lynn, Krebill, Joan, Preventing Parent Burnout, (parent workbooks go along with the notebook), Coalition for Child Advocacy, Whatcom County, 1983.

Handout:

Refer to Parents' Workbooks in Workshop Notebook (see above).

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PARENT/PRESCHOOL CURRICULUM

Module: **Health and Safety**

Topic: **Sex Education for Children**

INSTRUCTIONAL PURPOSE: Parents play a critical role in a child's sexual development. Children are influenced by parental attitudes towards sex, and by the sexual role modeling surrounding them. Many parents find it difficult to discuss sexual matters with their child. The goal in covering this topic is: to provide the parent with the skills needed to provide age-appropriate sex education for their child.

Coverage of the topic could include, but not be limited to, the following:

- Preschool sexual development: attachment to the parent of the opposite sex, love-hate relationship with the same sex parent
- Sex role identification: discussion of appropriate toys and books for avoidance of sex role stereotyping
- Answering questions about sex: discussion of simple, accurate explanations for children's questions
- Sexual privacy for child and adults, issues and concerns

HELPFUL RESOURCES:

Publications:

Brooks, Jane B., Process of Parenting, Mayfield Publishing Co., 1981.
Calderone, Mary S., Ramey, James W., Talking With Your Child About Sex.
Scharlatt, Elizabeth L., Kids Day In and Day Out, Simon and Schuster, 1979.
Successful Parenting: Raising a Happy Child, Time-Life Books, 1986.

Books for Children:

Sheffield, Margaret, Where Do Babies Come From?, Alfred A. Knopf, 1973.

Audio Visual Aid:

Responsive Parenting, Saf Lerman, #6 "Sharing Sex Information with Children" AGS.

Community Resources:

Planned Parenthood of Benton-Franklin Counties

Other Resources:

Pamphlets on sex education: American Association of Sex Educators and Counselors (AASEC), 5010 Wisconsin Avenue NW, Suite 304, Washington, DC 20016.

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Handout:

"A Booklist of Role free Stories for Boys and Girls", # VII.-36.

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Columbia Basin College

PARENT/PRESCHOOL CURRICULUM

Module: **Health and Safety**

Topic: **Sexual Abuse**

INSTRUCTIONAL PURPOSE: Recent figures show that one in four girls and one in ten boys will be sexually abused before reaching the age of eighteen. More than one-third of all cases reported involve children five years of age or younger. The goals in covering this topic are: 1) to teach parents skills needed in helping their children resist sexual abuse; 2) to distinguish between appropriate and inappropriate touching.

Coverage of the topic could include, but not be limited to, the following:

- Definition of sexual abuse
- Discussion of reasons children don't tell
- Consequences of child sexual abuse
- How children can protect themselves
- Strategies for dealing with the assaulted child

HELPFUL RESOURCES:

Publications:

Adams, C., Fay, J., No More Secrets: Protecting Your Child From Sexual Assault, Impact Publishers, 1981.
Ahles, Dora, Preventing Sexual Abuse of Children.
Fay, Jennifer, He Told Me Not To Tell, King County Rape Relief, 1979.
Freeman, L., Hart Rossi, Janie, It's My Body, children's book; parents' guide: Protect Your Child From Sexual Abuse.
Rush, Florence, The Best Kept Secret: Sexual Abuse of Children, McGraw Hill Books, 1980.
Sanford, Linda Tschirhart, The Silent Children: A Parent's Guide to the Prevention of Child Sexual Abuse, McGraw Hill Books, 1980.
Schonfield, Margaret, Talking About Touching With Preschoolers, Seattle Institute for Child Advocacy's Committee for Children, 1983.

Children's Books:

Bassett, Kerry, My Very Own Special Body Book, Hawthorn Press, P.O. Box 3910, Redding, CA 96049.
Crary, Elizabeth, One Dozen Feeling Games, Parenting Press, 7750 31st Avenue NE, Suite 307, Seattle, WA 98155.
Dayee, Frances, Private Zone, Charles Franklin Press, 18409 90th Avenue West, Edmonds, WA 98020.
Freeman, Lory, What Would You Do If...., Parenting Press, 7750 31st Avenue N.E., suite 307, Seattle, Wa 98155.
Meyer, Linda, Safety Zone, Charles Franklin Press, 1984.
Williams, Joy, Red Light, Green Light People, Rape and Abuse Crises Center Box 1655, Fargo, ND 58107.

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Audio Visual Aids:

No More Secrets, ODN Productions, 75 Varick Street, New York 10013.
Who Do You Tell?, MTI Teleprograms, Inc., 3710 Commercial Avenue,
Northbrook, IL 60062, 1-800-323-5343.

Community Resources:

Rape Relief
Planned Parenthood

Other Sources:

Anatomically correct dolls may also be available for loan from Rape relief or local social service agencies.

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PARENT/PRESCHOOL CURRICULUM

Module: **Health and Safety**

Topic: **Child Abuse**

INSTRUCTIONAL PURPOSE: Child abuse can take many forms including physical, sexual, emotional, and neglect. The consequences can remain with the child throughout life. The goal in covering this topic are: 1) to help parents become familiar with various forms of child abuse; 2) to help parents recognize problem areas within their own families.

Coverage of the topic could include, but not be limited to, the following:

- Types of child abuse: physical, sexual, emotional, and neglect
- Local resources available for help with child abuse
- Child abuse and the law: what to do if you suspect child abuse
- Emphasis on emotional abuse, linking module to communication skills, self-esteem, etc. Many coop parents who do not normally identify themselves with physical abuse can relate to emotional abuse issues.

HELPFUL RESOURCES:

Audio-Visual Aids:

Supertot video tape, CBC Parent Education Library, 1981.
Emotional Abuse of the Preschool Child, Bellevue Community College, 1981.
"Child Abuse and Neglect", Understanding Children, Parents Magazine filmstrip and tape, #7.
"Discipline vs. Abuse", Parents Magazine filmstrip.

Community Resources:

Benton/Franklin Council for Children and Youth
National Child Abuse Hotline, 1-800-422-4453
Catholic Family Service
Lutheran Family Service
Child Protective Service
Parents Anonymous

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PARENT/PRESCHOOL CURRICULUM

Module: **Health and Safety**

Topic: **Day Care**

INSTRUCTIONAL PURPOSE: Many parents of preschool children are contemplating employment outside the home. Recent Bureau of Labor Statistics show that 49.1% of Washington State families with preschool children have wage earning mothers. Their major concern at this time is adequate child care. The goals in covering this topic are: 1) to examine various child care alternatives; 2) to provide the parent with the skills necessary for selecting quality child care.

Coverage of the topic could include, but not be limited to, the following:

- An examination of the type of day care available:
    - In-home care
    - Day Care Center
    - Family Day Care Home
    - Unlicensed Babysitter, friend, neighbor, etc.
- Rules and information for your child's caregiver
- Criteria to use when selecting day care
- A Day Care Checklist, guidlines for interviewing the care-giver
- Emotional issues involved for parent and child in day care placement, including separation anxiety and guilt

HELPFUL RESOURCES:

Publications:

Ashery, R., and M. Basin, Guide for Parents with Careers, 1986.
Brooks, Jane B., The Process of Parenting, Mayfield Publishing Co., 1981.
Day Care, Families and Stress, Texas Department of Human Resources.
Hubbard, A., and C. Hayburn, Day Care Parenting, 1986.
Miller, JoAnn, and Susan Weissman, Parents' Guide to Day Care, 1986.
Provence, Sally, The Challenge of Day Care, Yale University Press, 1977.

Audio-Visual Aids:

Choosing Child Care, Filmstrip, Toys 'N Things Press.
Helping Parents With Decision-making in Day Care, tapes/slides, Pacific Oaks.

Community Resources:

D.S.H.S. Day Care Licensing Bureau

Handout:

"What You Want to Know About Child Abuse and Neglect", # IX.-55

PARENT/PRESCHOOL CURRICULUM

Module: **Nutrition**

Topic: **Cooking With Children**

INSTRUCTIONAL PURPOSE: Cooking at home or in the preschool setting is a project that provides a multi-faceted experience for the child. Skills in communication, eye-hand coordination, math concepts, language development, cultural awareness and fine motor skills can all be gained from the project. The goal in covering this topic is: to teach the skills necessary for parents to enjoy cooking with young children.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of why cooking with young children is a worthwhile experience: math concepts, language development, cultural awareness, fine motor skills, hand-eye coordination, communications skills, etc.
- Appropriate foods to use in cooking with young children, nutritional issues, unsuitability of high fat, high salt, high sugar items
- Adapting cooking procedures and recipes for children, safety precautions, hygiene, etc.
- Presentation of workable recipes and food ideas

HELPFUL RESOURCES:

Publications:

Ackerman, Caroline, Cooking With Kids, Gryphon House.
Roussant, Colette, Cooking With Colette, Scribner's, 1975.
Johnson, Barbara, Cup Cooking, Gryphon House, 1978.
Kids Are Natural Cooks, Houghton Mifflin, 1974.
Krementz, Jill, The Fun of Cooking
Lansky, Vicki, The Taming of the C.A.N.D.Y. Monster, Kest, 1983.

Audio-Visual Aid:

"Chef Combo" kit, National Dairy Council.

Handouts:

"Cooking Experiences for Children", # X. 61.
"Snack Ideas Using Parent-Child Participation", # X. 62.
"Food Groups Included in a Good Daily Diet" (see Parent Handbook).

PARENT/PRESCHOOL CURRICULUM

Module: **Toys and Books**

Topic: **Age Appropriate Toys and Books**

INSTRUCTIONAL PURPOSE: The value of play as a learning experience for children is undisputed. Parents, however, are often bewildered by the incredible variety of books and toys available in the market place. The goals in covering this topic are: 1) to provide parents with an awareness of age appropriate toys and books; 2) to provide parents with tools for evaluating toys and books.

Coverage of the topic could include, but not be limited to, the following:

- Developmental rationale: For example, 3 5 year olds could have toys that aid self-expression, social awareness, coordination, etc., because of their developmental stage.
- Categories of toys: coordination, manipulative, construction, classification, active, social, imaginative, etc.
- Controversial toys: war toys, stereotypical toys
- Toy advertising and children's television
- Alternate sources for toys: mail order catalogs, etc.
- Organization and care of toys
- Age appropriate books
- Books for children that handle difficult subjects: sex, death and dying, divorce, etc.
- Evaluation tools for assessing children's books
- Violence, sex and racial stereotyping in children's books
- Importance of literature to the growth and development of preschool children
- Holiday book classics and favorites
- Reading to your child

HELPFUL RESOURCES:

Publications:

Caplan, Frank, editor, Parent Yellow Pages, Princeton Center for Infancy, Anchor, 1978.
Caplan, Frank and Theresa, The Power of Play, Anchor/Doubleday, 1973.
Rothenberg, Annye B., et. al., Parentmaking, The Banster Press, 1981.

Audio-Visual Aids:

Toys That Teach, Toys 'n Things, 1981 filmstrip and tape.
"The Labels and Reinforcement of Sex Role Stereotyping", National Education Association.

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PARENT/PRESCHOOL CURRICULUM

Module: **Toys and Books**

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Audio-Visual Aids:

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Community Resources:

Librarians from local libraries, elementary schools.
Owner from local toy store.

Handouts:

"What Is A Good Toy?", # XI.-65.
"How to Select a Book for a Small Child", # XI.-66.
"Quick Ways to Analyze Children's Books for Racism and Sexism", # XI.-67.Toys "Toys Are Tools for Learning" (see Parent Handbook).
"The Best Toys in Life are Free" (see Parent Handbook).

WORKSHOPS

Certain subjects readily lend themselves to a workshop format, and would be of interest to parents of various aged children. Possible workshops for al groups could include, but not be limited to, the following:

- Homemade toys: many examples available in CBC Resource cabinet.
- Sewing for children: guest presenter.
- Appropriate creative activities: many examples available in CBC Resource cabinet.
- "Unplug the Christmas Machine", Jo Robinson and Jean Stacheli, workshop notebook available in CBC Resource library.

Parents will also contribute workshop expertise and expectations.

INTRODUCTION TO TARGET POPULATION MODULES

The focus of the parenting program at Columbia Basin College has shifted dramatically from serving a majority of traditional two-parent families, to serving single parents, working mothers, and families identified as High Risk. Additionally, because the Tri-Cities is in the heart of a rich agricultural region, many rural families in outlying areas are served. For this reason curriculum topics pertinent to the needs of working parents, single parents, rural parents and parents at risk have been identified. Issues that are relevant to those groups, but not covered in the general curriculum, are outlined in the following modules. Most of these modules are most suitable to an evening or weekend workshop mode. As with the general curriculum, these outlines are designed as a basis for study only, and should be adapted by the instructor to meet the expressed needs of individual groups.

TARGET POPULATION CURRICULUM

Module: **Single Parents Workshop**

INSTRUCTIONAL PURPOSE: The former ideal of a nuclear family, where the father works and mother stays home to raise children, represents only a small percentage of American families today. With the increase in divorce, families have been restructured into single-parent, co-parent, and blended or step families. Families change in organization when one parent leaves, either due to divorce or death. The goals in covering this module are: 1) to focus on the difficulties in the course of these changes; 2) to present resources which promote coping strategies for effective functioning as single parents; 3) to discuss the special needs of single parents; 4) to reaffirm that single parents can nurture children to be happy, caring, healthy adults.

Coverage of the topic could include, but not be limited to, the following:

- Disruption of the family unit; losing a parent
- Stress of divorce; impact on parents and children
- Changes in the family when a parent dies
- Special concerns of single mothers
- Special concerns of single fathers
- Special considerations for children of each age
- Effects of father absence
- Factors affecting adjustment to divorce: conflict, availability of both parents, responsibilities family members take
- Parenting tasks: establishing effective channels of communication, re-establishing family structure, child care, housekeeping, discipline and guidance, re-establishing active social life and taking time for own needs
- Sources of support: schools, churches, relatives, community agencies, Parents Without Partners
- Further discussion of some or all of the following: overwhelming day to day tasks; non-traditional attitude about sexual roles; adjustment in standard of living, budget; arranging flexible work hours, working alternatives; setting long-range goals; guilt about time away from children
- Emphasis on seeing changes from optimistic point of view

HELPFUL RESOURCES:

Publications:

Atlas, Stephen, Parents Without Partners Handbook, Running Press Book Publishers, 1984.
Atlas, Stephen, Single Parenting: A Practical Resource Guide, Prentice Hall, 1981.
Berman, Claire, Making it as a Step Parent, Harper and Row, 1986.
Caine, Lynn, Widow, Bantam Books, 1975.

Publications continued:

Francke, Linda B., Growing Up Divorced, Fawcett Books, 1983.
Gardner, Richard, The Parents Book About Divorce, Bantam Books, 1979.
Gateley, Richard H., Single Father's Handbook, Doubleday, 1974.
Grollman, Earl A. (editor), Explaining Death to Children, Beacon Press, 1967.
Hope, Karol, Young, Nancy, (editors), Momma: The Source Book for Single Mothers, New American Library, 1976.
Ilg, Frances L., Ames, Louise Bates, Child Behavior, Harper and Row, 1955.
Klein, Carole, The Single Parent Experience, Avon, 1973.
Krantzler, Mel, Creative Divorce, Signet Books, 2973.
Kubler-Ross, Elizabeth, Questions and Answers on Death and Dying, MacMillan 1974.
Mattis, Mary, Sex and the Single Parent, Henry Holt, 1986.
McCoy, Kathleen, Solo Parenting: Your Essential Guide, Plume, NAL, 1987.
Murdock, Carol V., Single Parents Are People, Too, Butterick, 1980.
Procaccini, J., Keifaber, M., Parent Burnout, Doubleday, 1983.
Parents Without Partners, Inc., The Single Parent, bi-monthly journal, New York.
Roman, Mel, The Disposable Parent: The Case for Joint Custody, Holt, Rinehart, 1978.
Rosenbaum, Jean and Veryl, Stepparenting, Chandler and Sharp, 1977.
Roosevelt, Ruth, Lofas, Jeannett, Living in Step, McGraw-Hill, 1976.
Spock, Benjamin, Raising Children in a Difficult Time, W. W. Norton, 1974.
Stafford, Linley, One Man's Family: A Single Father and His Children, Random House, 1978.
Wallerstein, Judith S., Kelly, Joan B., Surviving the Break-up, Basic Books, 1980.
Weiss, Robert S., Going It Alone, Basic Books, 1979.

Books for Children:

Gardner, Richard, The Boys and Girls Book About Divorce, Bantam, 1970.
Gardner, Richard, The Boys and Girls Book About One Person Families, G. P. Putnam's Sons, 1978.

Applicable Parent Education Curriculum Topics:

Infants:
- Mothering
- Fathering
- Sleep Problems
- Babysitting
- Guidance and Routines
- Setting Limits
- Assertiveness (dealing with criticism)
- Mother's Self-esteem
- Parent'sSeparation Anxiety

Applicable Parent Education Curriculum Topics continued:

Walkabout:
- Role Expectations
- Physical and Emotional Abuse Prevention
- Sleep Problems
- Temper Tantrums
- Separation Anxiety-Child's
- Time Management

Toddlers:
- Anger
- Fear
- Stress in Children
- Unacceptable Behaviors

Preschool:
- Sexual Abuse
- Day Care
- Separation Anxiety
- Death and Dying
- Parent Burnout

Audio Visual Aids:

Lerman, Saf., "Helping Children Understand and Express Feelings", Responsive Parenting, American Guidance Service, audio tapes, 1984.

"Facing Family Stress" and "Parenting and You", Concepts in Focus, program, Butterick, 1980.

"Separation" (#12), "Interfering With Mother's Work" (#4), Hugs 'n Kids, Filmfair Communications, filmclip, 1983.

"Children As Members of the Family Team", (tape 2, side 1), Successful Parenting, audio tape, DeBolts.

"Family Self-Esteem" and "Parenting Skills" by Jennifer James, audio tape.

"What Every Baby Knows: The Working Parent, Divorce, Separation, and Your Child's Development", Family Home Entertainment, Tomorrow Entertainment Inc., videotape, 1984-85.

Community Resources (found in telephone directory):

Local: Divorce Lifeline
Friend of the Court
Legal Aid
Parents Without Partners
Transitions for Widowed

State: Friend of the Court
Department of Social and Health Services

National: American Association of Marriage and Family Counselors
Big Brothers/Big Sisters of America
Parents Anonymous
Legal Aid

PARENT EDUCATION CURRICULUM

Module: **Working Parents Workshop**

INSTRUCTIONAL PURPOSE: Because women in America today spend a smaller segment of their lifespan rearing fewer children, many are working outside the home. Many work for economic reasons, while others work for personal reasons. The decision to return to work after having children is a difficult one for some parents. The goals in covering this module are: 1) stress that the importance is not whether a parent works or not, but whether he/she is satisfied with the decision; 2) present strategies for dealing with everyday problems accompanying working.

Coverage of the topic could include, but not be limited to, the following:

- Discussion of ways to handle the guilt some parents feel
- Exploring child care options
- Discussion of father's role in the working family
- Discussion of ways to spend quality time with the children
- Exploring the feelings of separation anxiety in both the parent and child
- Discussion of the cooperative family/household management; exploring strategies for getting help from all family members.
- Discussion of the importance of meeting your own needs and taking time for yourself
- Presentation of the problems associated with Latchkey children
- Discussion of how to decide if your child is responsible enough to be left alone
- Discussion of the importance of good time management skills while working outside the home
- Discussion of the "myth of the supermom"; exploring why it is dangerous to expect to have it all with no problems
- Discussion of how working outside the home will influence your parenting style
- Exploring the signs of stress in children and how this stress could be related to feelings about parents working
- Discussion of the rewards and joys of working outside the home

HELPFUL RESOURCES:

Publications:

Ashlett, Don, Is There Life After Housework?, Writer's Digest, 1981.
Auerback, Stevanne, Choosing Child Care, Dutton, 1981.
Barkin, Carol, James, Elizabeth, The Complete Babysitter's Handbook, Simon & Schuster, 1980.
Beebe, Brooke, Tips for Toddlers, Dell Publishing Co., 1983.
Berma, Eleanor, Cooperating Family, Prentice-Hall, 1977.
Biller, H., Meredith, D., Father Power, doubleday, 1975.

Publications continued:

Bird, Caroline, The Two Paycheck Marriage, Rawson Wade, 1979.
Brooks, Jane, The Process of Parenting, Mayfield Publishing Co., 1981.
Curtis, Jean, A Guide for Working Mothers, Simon & Schuster, 1975.
Endlsey, R., Bradbard, M., Quality Day Care, Prentice-Hall, 1981.
Fraiberg, Selma, Every Child's Birthright: In Defense of Mothering, Basic Books, 2977.
Gabriel, Joyce, Baldwin, Bettye, Having It All, Warner, 1980.
Galinsky, E., Hooks, W., The New Extended Family: Day Care That Works, Houghton Mifflin, 1978.
Glickman, B., Springer, N., Who Cares for the Baby?, Schocken Books, 1978.
Greenleaf, Barbara, A Handbook for Working Mothers, Crowell, 1978.
Griffing, Marie, Fitness for the Working Woman, Contemporary Books, 1979.
Holl, F., Ha, D., The Two Career Couple, Addison-Wesley, 1979.
Hughes, Martha, The "Woman's Day" Book of Household Hints, Morrow, 1978.
Kuzma, Kay, Working Mothers, Harper & Row, 1981.
Long, Lynette and Thomas, The Handbook for Latchkey Children and Their Parents, Arbor House, 1983.
Lowman, Kay, Of Cradles and Careers: A Guide to Reshaping Your Job to Include a Baby in Your Life, Lache League International, 1984.
Mayer, Gloria, 2001 Hints for Working Mothers, Quill, 1983.
McCullough, B., Monson, S., 401 Ways to Get Your Kids to Work at Home, St. Martin's, 1981.
Mitchell, G., The Day Care Book, Stein and Day, 1979.
Nichols, C., Lurie, J., Checklists: Everyone's Guide to Getting Things Done, Simon & Schuster, 1981.
Norris, Gloria, Miller, JoAnn, The Working Mother's Complete Handbook, Dutton, 1979.
Olds, Sally, The Working Parents Survival Guide, Bantam Books, 1983.
"A Parent's Guide to Day Care", U. S. Department of Health and Human Services Publication # 80-30254, March 1980.
Pogrebin, Letty, Growing Up Free, Bantam, 1981.
Price, Jane, How to Have a Child and Keep Your Job, Penguin, 1980.
Provence, Sally, Guide for the Care of Infants in Groups, Child Welfare League of America, Inc., 1975.
Schick, Eleanor, Home Alone, Dial, 1980.
Shaevity, M., Shevity, M., Making It Together, Houghton Mifflin, 1980.
Shell, A., Reynolds, K., Working Parent Food Book, Sovereign, 1979.
Siegel-Gorelick, Bryna, The Working Parents' Guide to Child Care, Little Brown, 1983.
Smith, Lucia, My Mom Got a Job, Holt Rinehart & Winston, 1979.
Winston, Stephanie, Getting Organized, Warner, 1979.

Applicable Parent Education Curriculum Topics:

Infant:
- Mothering
- Fathering
- Intimacy

Applicable Parent Education Curriculum Topics continued:

- Sleep Patterns and Problems
- Babysitting
- Guidance and Routines
- Setting Limits
- Nutrition
- Parent's Separation Anxiety
- Adjusting to Parenthood

Walkabouts:
- Role Expectations
- Sleep Problems
- Basic Food Groups and Portion Size
- Separation Anxiety
- Time Management

Toddler:
- Anger
- Temperament
- Preschool Selection

Preschool:
- Sexual Abuse
- Day Care
- Separation Anxiety
- Parent Burnout

Audio Visual Aids:

"ABC's of Child Care", Learning Package III (slides).
"The Dual Role", Learning Package I (slides)
"Helping Parents With Decision-making in Day Care", Pacific Oaks College (filmstrip)
"What Every Baby Knows: The Working Parent, Divorce, Separation and Your Child's Development", Family Home Entertainment, Tomorrow Entertainment Inc., (videotape), 1984-85

Handouts:

Guilt and the Working Mother
Day Care Checklist

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PARENT EDUCATION CURRICULUM

Module: **Rural Parents Workshop**

INSTRUCTIONAL PURPOSE: Rural living offers the opportunity to be self reliant and to gain economic independence, but it can impose extreme hardships. The rural family of today faces new conditions which improve the quality of living, but creates new and different hardships. One consistency of rural living is the feeling of isolation. Opportunities to meet and share hopes, dreams and problems are few. The goals in covering this module are: 1) to provide a forum for sharing and learning ways to deal with special problems relevant to rural family life; 2) to examine the positive and negative aspects of rural parenting; 3) to discuss special parenting topics that are of interest to a rural family.

Coverage of the topic could include, but not be limited to, the following:

- Examining the stressors of rural life and ways to cope with stress
- Sharing of feelings about isolation and ways to deal with it
- Activities for children to do at home
- Creating cooperatives: for child care, job sharing, recreation
- Discussion of the role of the father/mother in parenting
- Examination of the unique financial needs of a rural family: loans, bankruptcy, bookkeeping
- Discussion of the positive/negative aspects of rural living and ways to improve the negative aspects
- Rural families share the work load: examine ways to include children in the work.
- Unique safety needs created by rural living

HELPFUL RESOURCES:

Publications:

Linderman, Emma C., Teachable from Trashables, Toys 'n Things, 1979.
Robinson, Jerry, Stress and Your Health: Survival Skills for People in Agriculture, University of Illinois.
Successful Farming: The Magazine of Farm Management, published monthly, issues cover topics of interest to rural families: stress, money management, the working family, etc., Meredith Corporation, Des Moines, Iowa.

Applicable Parent Education Curriculum Topics:

Infant:
    Fathering
    Mothering
Walkabouts:
    Role Expectations
    Safety in the Home
    Time Management
    Homemade Toys

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Applicable Parent Education Curriculum Topics continued:

Toddlers:
- Dental Care
- Four Styles of Parenting
- Anger
- Temperament
- Preschool Selection
- Importance of Play
- Stress in Children

Preschool:
- Learning Environments
- Day Care
- Conflict Resolution
- Child's Self-esteem
- Death and Dying
- Parent Burnout
- Guilt

Community Resources:

Agricultural Extension Service
Financial advisor from bank
Accountant

PARENT EDUCATION CURRICULUM

Module: **High Risk Families Workshop**

INSTRUCTIONAL PURPOSE: CBC, in conjunction with Catholic Family Service, offers a cooperative preschool program for parents and children age 0-5. High risk families are referred to the program from social service agencies, health professionals, child protective and child welfare agencies and from within our cooperative preschool system. The program has two key components: 1) Parents work in the laboratory preschool setting with their child; 2) parents meet with a parent education instructor for discussion sessions. The goal in covering this module is: to provide parenting skills that may enable families to break the cycle of abuse and neglect. Detailed quarterly goals are included in the attached quarterly curriculum outline.

Coverage of the topic could include, but not be limited to, the following:

- Self-esteem
- Stress Management
- Assertiveness Training
- Child Growth and Development
- Importance of Play
- Nutrition
- Emotional Abuse
- Anger
- Communication Skills
- Values Clarification
- Discipline and Guidance
- Living Safely With Children
- Problem Solving Techniques
- Single Parenting

HELPFUL RESOURCES:

Applicable Parent Education Curriculum Topics:

Infant:
- Mothering
- Fathering
- Sleep Patterns and Problems
- Guidance and Routines
- Setting Limits
- Parent's Self-esteem
- Assertiveness
- Nutrition

Walkabouts:
- Physical and Emotional Abuse and Prevention
- Sleep Problems
- Temper Tantrums
- Setting Limits
- Exploring Behavior
- Basic Food Groups and Portion Sizes
- Mealtime
- Time Management

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Toddlers:
- Importance of Play
- Sibling Rivalry
- Four Styles of Parenting
- Anger

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Toddlers continued:
- Socialization
- Temperament
- Unacceptable Behavior

Preschool:
- Health and Safety
- Sexual Abuse
- Discipline
- Snacks
- Parent Burnout

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QUARTERLY CURRICULUM FOR AGENCY-REFERRED PARENT COOP CLASS (SUPER TOTS)

Module: **High Risk Families**

The Super-Tot class is an open entry class where students may enter at any time during the school year. Most students remain in the class two to three quarters and the curriculum is designed with that in mind. The curriculum, however, is flexible so the needs of each class can be addressed. A basic curriculum is followed.

Fall Quarter: Goals are: 1) to develop an environment that feels safe so parents can feel free to expose their needs; 2) to provide a basic understanding of children and their needs; 3) to provide tools for discipline; 4) to help parents gain some insight into themselves.

1. a. Orientation to class

   Class schedule and rules
   Expectations for children's classroom
   Court reports

   b. Importance of Play

   A play experience, i.e., fingerpainting with pudding
   Discussion about what children could learn from the activity
   Play as a child's "job"
   Hints for playing with your child

2. Looking Back - How We Were Parented?

   Looking Ahead - How Do We Want to Parent?

   Remembering childhood experiences
      What it was like to be a child in your home?

   Remembering your parents
      How they responded
      How they disciplined
      Fun times together

   Looking at yourself as parents
      How does it feel to be a parent?
      How are you similar to your parents? different?
      How do you respond?
      How do you discipline?
      What fun times do you have together?

   Looking at your child(ren)
      How does it feel to be a child in your home?
      Are there some things you would like to change?

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3. How Children Develop

  Children are different from adults
    What differences do you see?
    Some other ways they are different

  Divide into groups according to children's ages
    Create a word picture of 3-year-old (2-year-old, etc.)
    Discussion
      Looking for similarities
      Age-appropriate behavior

How knowing what is characteristic at different ages can help us cope with our children's behavior. Each age has its positive aspects, focus on those.

4. Child Development - A Parent's Responsibility

Children develop in four ways (physically, intellectually, emotionally, and socially).
  Look at ways parents can help them develop

Child's egocentricity
  Film: "From My Point of View"
  Implications, i.e., will child understand Mom's needs?

5. Discipline - The Groundwork

Why children misbehave
  Stress; problems
  Too much is expected
  Boredom
  Acting their age

When does discipline become abuse?

6. Discipline - Positive Tools

What a parent can do if he doesn't want to hit or shame

Solving problems (use of film Hugs 'n Kids, situation 2 "Dressing)

7. Living Safely With Children
  Filmstrip from Evergreen Council
  District Health Nurse as speaker

8. Nutrition and Eating Behaviors
  Speaker from County Extension or District Health
    Healthy snacks for children
    What growing bodies need
  Hugs 'n Kids film: "Refusal to Eat"

9. Emotional Abuse
    - Slide tape presentation: examining situations from the film

Building self esteem in our children and ourselves
- Messages about being, and doing
- Self-fulfilling prophecy
- Practical suggestions for change

10. Good Toys for Children
    - Age-appropriate
    - Safety
    - Homemade
    - Getting the most for your money

11. Managing Stress
    - Symptoms
    - Causes
    - Holiday Stress
    - Coping with it all

12. Positive Ways to Deal with Anger
    - Filmstrip "Stephanies's Story"
    - Discussion
        - Displaced anger
        - Anger as secondary emotion
        - Destructive anger
        - Hidden anger
        - Constructive anger
            - How do you cope?
            - Expressing anger appropriately

13. Holiday Fun Workshop
    - Making puzzles, an exercise in self-esteem
    - Making holiday decorations

Winter Quarter - Goals are to reinforce learning from first quarter and to look at parenting in more depth.

1. a. Orientation
   b. Self-esteem
    - What is it and where does it come from
    - Casting children in negative roles
    - Ways to help a child feel good to be himself
    - Practicing in class (role play)

   c. Constructive criticism

2. Sibling Rivalry

Looking back at parents's family relationships
Parents set the stage for relationships among siblings
Film: Hugs 'n Kids, "Sibling Rivalry"

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3. Turning Defiance into Compliance

    Film: Hugs 'n Kids "Cleaning Up"
    "Hitting Mom"

4. What Do I Model to My Children (Values Clarification)

    We all look at the world differently (exercise in values clarification)
    Family's role in shaping behaviors and attitudes
    Clarifying parent's values so they send clear messages

5. How Children Learn to Talk

    Speech therapist as speaker
    - How language develops
    - How parents can help
    - Red flags that alert parents to get help

6. Reading with Children

    Payoffs for child and parent
    Choosing books
    Field trip to library for parents (locating books) and children (story time)

7. Helping Children Handle Fear

    A personal look at fear
    Why children may be fearful: your child's fears
    Filmstrip: "When Children ar Afraid"
    Discussion: Children personalize everything
    Distinguishing what is real from what is imagined
    Helping children handle fear
    Problem-solving particular fears

8. Problem-solving Techniques

    A look at one person's problems (small groups)
    - Prioritizing: what can wait and what cannot
    - Options and realities
    - Resources available

    Class exercise: solving one of the problems

9. Sharing and Other Social Learning

    Children's basic needs
    Developmental steps in becoming socialized
    Ways parents can help

10. Quiet Activities Providing Interesting Things for Children To Do

    Relieves boredom
    Reduces behavior problems
    Builds relationship between parents and children

    Practical experience for parents: making games, play dough, and language experience books

11. Being Good to Yourself

    Parents need to feel good about themselves
    Beautician can share ideas about nutrition, cleanliness, make-up and color combinations that help us look and feel good

Spring Quarter (goals: helping parents move out into the community)

1. Saying "No" and Making It Stick (Assertiveness)

    Test to define parents' basic responses as assertive, passive or aggressive

    Demonstration (small plays) of 3 ways to respond
        Discussion

    Basic assumptions parents can make about themselves

    Situations where parent would like to be more assertive

2. Sharing Sex Information with Children

    Speaker from Planned Parenthood
    Parents' feeling about sexuality
    Sexual development in children
    Responding to questions/providing information

3. Field trip, i.e., picnic in park and trip to local zoo

4. Protecting Your Child From Sexual Abuse

    Rape Relief speaker
    Film for parents and children together: What To Do

    Discussion for parents:
        Suggestions for protecting children
        Signs of abuse
        What to do if you suspect abuse

5. Help for Parents Suggestion Circles
    - Specific behavior problems
    - Group resolution (no physical punishment)

6. Basic Emergency Training

    What to do in emergency situations
    - Fire
    - Poisons
    - Obstructions of breathing

    Speaker from Red Cross

7. Head Start: Opportunity for Kids and Parents

    Speaker from Head Start
    - What Head Start is and does
    - Involvement for parents
    - How to enroll

8. Being a Single Parent

    Speaker: single parent
    - Common problems single parents may have
    - Coping techniques
    - Resources available

9. Field Trip (i.e., to local dairy)

10. Summer Fun

    Community resources during summer
    Activities for children

11. Picnic: Potluck and Activities for Parents and Kids

Other topics which may be included:
- Toilet training
- Questions for a pediatrician
- Communications: learning to listen
- Job training: where do I begin?
- Things to do on a rainy day
- Keeping our families safe and healthy (sanitary practices)
- Helping children understand and express feelings
- Specific behavior problems

APPENDIX A

HANDOUTS

APPENDIX B

RESOURCE LIST

TEACHING RESOURCES

PARENT EDUCATION CURRICULUM GUIDE

A curriculum guide is available which provides guidelines for suggested Parent Education topics in the infant, walkabout, toddler and preschool programs at CBC. Parent educators will find this guide helpful in planning topical presentations and in planning the Parent Education program for their classes.

The topics suggested in the guide are those which have been most requested by parents and those which are considered important in understanding the development of children.

It is not necessary to follow the topical sequence of the guide. Topics for discussion should be selected which best meet the parents' needs and interests. Some topics may require more than one discussion session and should take several sessions to cover (i.e.discipline,parenting styles socializing, temperament, etc.) Other topics, not listed in the curriculum guide, could also be included in the Parent Education program. These topics may be requested by parents or considered valuable by the parent educator. Such topics may be: appropriate summer activities, suggestion circles, etc. The guide is intended to be a basis from which the parent educator can plan an interesting and appropriate program for a parenting class.

THE PARENT HANDBOOK

A parent handbook containing program descriptions, parent and children's goals and responsibilities, child development information and suggested activities should be purchased by each parent entering the Parent Education program at CBC. This handbook is intended for use throughout the parent's involvement in the Parent Education classes.

The uses of this parent handbook in conjunction with an orientation packet containing forms and general information (i.e. school closures, TB testing requirements, proper clothing, meetings procedure, etc.) will provide a parent with information necessary for smooth entry into our programs. Parents who continue class involvement from year to year need only purchase the handbook upon initial program entry and will be issued only an orientation packet upon subsequent entry. The handbook and packet will help to answer questions and give parents a better understanding of the Parent Education program at CBC.

TEACHING AIDS

A resource library, audio visual aids and handouts listed in this handbook are available at the Parent Education office.

HANDOUTS

Parent Education:

I. Development
  A. Preschool Profile
  B. Growth Chart 13-24 months
  C. The Denver Preschool Development Questioner (Copy only)

II. Discipline
  A. Discipline Suggestions
  B. Don't Lose Your Cool With Your Preschooler
  C. Memos From Your Child
  D. The Most Important Things A Parent Can Teach A Little Child
  E. Acting Out Behavior Patterns
  F. Handling Misbehavior

III. Health & Safety
  A. Getting Low & Getting Out Of A Smokey Room
  B. Questions & Answers on Pertussis
  C. Halloween ... and Your Child
  D. Halloween ... 10 Safe Costume Tips
  E. Your Child's Vision - Heaston Clinic.

IV. Infants
  A. Mind in the Making
  B. Infant/Child Auto Restraints
  C. Birth to One Year
  D. Growth and Development
  E. Spoiling - A Case of Too Much Love?
  F. Activities for Infant Stimulation
  G. Message for Parents & Infants
  H. Living and Coping With Colic
  I. Four Commandments for a New Mother

V. Nutrition
  A. Eating and Nutrition
  B. Food Group Included in a Good Diet

VI. Self Esteem
  A. Ten Ways to Say I Love You
  B. Affirmations
  C. Suggestion Circle
  D. Loving Discipline
  E. Structure Continuum

VII. Stress
  A. Divorce & The Preschool Child
  B. Stress And Children

VIII. Play, Games and Toys
A. Sound of Music
B. Bathtub Learning - Totline
C. Outdoor Activities for Summer Days
D. Summer Outdoor Fun - Totline
E. The Best Toys in Life Are Free
F. No Lose Party Games - Totline
G. The Gift of Play - Totline

IX. Travel
A. Travel Games For The Preschool Child - Totline
B. On The Road With A Toddler

X. Unplug the Christmas Machine
A. Christmas Inventory
B. Exercise Two
C. Sharing Your Plan
D. Christmas Plan

XI. Christmas General
A. Trouble With Santa
B. See Mother.....
C. Handling Holiday Stress
D. Myth & Reality of Santa
E. Santa Seen Thru Children's Eyes

ECE

I. Classroom Management
A. Evaluating Settings For Learning
B. Techniques for Handling Descriptive Behavior
C. Typical Day In Preschool
D. General Plan
E. Learning in the Centers
F. A Classroom Planned for Learning

II. Cooking
A. Teacher's Guide to Educational Cooking in the Preschool
B. Planning your Cooking Project
C. Cutting With Scissors

III. Creative Activities
A. Creative Experiences for 1-3 Year Olds
B. Some Suggestions for Creative Art
C. Art Development in Young Children
D. I am a Nursery School Painting
E. Creative Atmosphere for Children
F. The Little Boy
G. Art in the Nursery School

IV. Development

- A. Personality - II
- B. Development of Emotions
- C. The Preschool Child - 2 1/2 - 6 Years

V. Language Arts

- A. Five Finger Plays /to Use With Story Mitts
- B. Flannel Boards
- C. Booklists
- D. Funny Bunny
- E. Man For All Seasons
- F. 5 Jack O'lanterns

VI. Learning in the Centers

- A. Water Play
- B. Carpeting for Preschool Children
- C. Potential Contributions for blocks for ECE

* General Handout "Learning in the Centers" Printed as part of handbook should be printed separately.

- D. Children & Blocks

VII. Music

- A. Songs for Walkabouts (Also In Handbook)
- B. Songs and Fingerplays (Also in Handbook)
- C. role of Music in Child Development
- D. Music - Making of Instruments

VIII. Philosophy

- A. General Interests of Children
- B. How Do Children Learn By Handling Objects
- C. Sure He Can Read, But Can He Play
- D. Goals for Children
- E. Goals For Participating Parents
- F. Goals for Teachers

IX. Science

- A. Suggested List of Science Activities for Children
- B. Science for the Preschool Child
- C. Science Ideas For Toddlers
- D. Materials For Scientific Learning Experiences

Preschool Teacher

I. Fall

- A. Halloween Songs & Finger Plays
- B. Halloween Activities - Totline
- C. Halloween Learning Games - Totline
- D. Fall Art Activities - Totline
- E. Fall Science Activities - Totline
- F. Thanksgiving Activities - Totline

II. Winter
    A. Winter Art Activities - Totline
    B. Winter Learning Games - Totline
    C. Valentine Activities Totline
    D. Christmas Art Ideas - Totline
    E. Holiday Quiet Time Ideas - Totline

III. Spring
    A. Spring Art Activities - Totline
    B. Spring science Activities - Totline
    C. Spring Learning Games - Totline
    D. Easter Fingerplays
    E. Egg-citing Adventures - Totline

IV. General
    A. Toys and the Young Child - Totline
    B. Super Simple Puppets
    C. Trying
    D. Safety Songs
    E. Snack Ideas Using Parent Participation
    F. Warm Fingers
    G. Coordination Skills - Totline
    H. Creative Drawing
    I. Simple Rhythm Instruments - Totline

AUDIO-VISUAL

VIDEOS

1. Raffi - Young Child Concert
2. Nova - Lang Dev
3. Tim Noah - Wow! Wow!
4. Reading and Young Children - A discussion of Jan McCarthy - NAEYC
5. Ella Jenkins - Learning Can Be Fun - NAEYC
6. Curric for Preschool & Kindergarten - Lillian Katz - NAEYC
7. Play & Learning - Barbara Bidder - NAEYC
8. Babies & Child care - Burton White - NAEYC
9. Seeing Infants w/ new eyes - Magada Gerber - NAEYC
10. Discipline - Jimmy Hymes - NAEYC
11. Clarke County Community - Welcome to Parent Education
12. Parent Education in WA State - Community Colleges Are Working For You

FILMS - (16mm)

1. HUGS AND KIDS:
    1. Sibling Rivalry
    2. Dressing
    3. Parents Conflict Child
    4. Interpreting with mothers Work
    5. Crying Baby
    6. Refusal to Eat
    7. Disciplining in Public Area
    8. Sibling Play
    9. Cleaning-up
    10. Hitting Mom
    11. Bedline
    12. Separation
    13. Toilet Training
2. For Jamie - a film on auto safety
3. Are you ready for the Post Partum Experience?

LEARNING RESOURCE KITS (Filmstrips, tapes, booklets, etc.)

1. The Art of Parenting (Complete Teaching Kit)

2. Parenting: Fathers, Mothers, and Others

3. Exploring Childhood -
    Module I - Working w/Children
    Module II - Seeing Development
    Module III - Family & Society

4. Early Childhood Nutrition Program

5. Food Early Choices (Chef Combo)

6. STEP - Systematic Training for Effective Parenting

7. Responsive Parenting -- Helping Children As They Grow
    Helping Children Help Themselves
    Helping Siblings Get Along
    Using Role Reversal With Young Children
    Building a Child's Positive Self Image
    Helping Children Understand & express Feelings
    Helping Children Handle Fear
    Building Independence & Cooperation in Children

8. Concepts In Focus -- Ready for Parenthood
    Parenting & You
    Facing Family Stress
    Do You Really Communicate?

AUDIO TAPES

1. Jennifer James - Parenting Skills

2. Jennifer James - Family Self Esteem

3. J.I. Clarke - Important Infants

4. J.I. Clarke - Wonderful Ones

5. J.I. Clarke - Terrific Twos

6. The DeBolt's on Parenting

7. Hello Rhythm - Miss Jackie

PARENTS' MAGAZINE FILMS SOUND AND COLOR FILMSTRIP

1. The Child's Point of View
    - When Fantasy is Reality
    - The World Is Alive
    - It Happened On Purpose
    - What' is a Name
    - Communication is an ivestment

2. The Child's Relationship with family
    - How A Child Sees Himself
    - Dependance Versus Independence
    - The Parent Is A Teacher
    - Forcing The Child To Play

3. The Development of Feelings In Children
    - How Feelings Grow
    - How to Deal With Fear
    - Love and Joy
    - Anger and Sadness
    - Express Feelings

4. Preparing The Child of Learning
    - How an Infant's Mind Grows
    - How The Young Child's Mind Grows
    - How Language Grows
    - Learning Every Day
    - Where Can A Young Child Learn?

5. Divorce and Separation
    - When Discord Upsets the Family
    - Through the Child's Eyes
    - Telling the Children
    - The Family Apart
    - Accepting the New Lifestyles

6. Death
    - Death As A Reality of Life
    - Expressing Grief
    - Ages of Understanding
    - Explaining Death to Children
    - The Importance of Funerals

7. Child Abuse and Neglect
    - A Crippling Disease
    - Discipline Versus Abuse
    - Who Is The Abuser...Who, The Abused?
    - How Can We Tell?
    - Treatment and Prevention

8. Illness
    Illness and the Family
    When a Parent Is Ill
    A Child's Reaction to Illness
    Going to The Hospital
    Readjustment to Health

9. Behavioral and Emotional Disabilities
    Stepping Stones of Development
    Severe Disorders
    The Parents' Role
    Choosing the Right Therapy
    Where to Turn

10. Intellectual Disabilities
    Mental Retardation Is....
    Recognizing The Symptoms
    Parental Involvement
    Educational Help
    Five Types of Services

11. Physical Disabilities
    Three Different Kinds
    Special Problems
    What Can We Do
    Diagnosis and Treatment
    Support Services

12. Educational and Language Disabilities
    The Importance of Language
    When Something Goes Wrong
    The Key To Progress
    The Family's Responsibilities
    The Professionals Who Help

13. Children
    The Family Experience
    What About Fathers?
    Children As Scapegoats
    Encouraging Independence
    Why Family?

14. Family Relationships
    Becoming a Family
    Differences, Great and Small
    Expectations Versus Realities
    Individual Needs
    Talking It Over

15. The Growing Parent
    - New Responsibilities, New Strengths
    - Opportunities For Self-Understanding
    - Communication: The Key To Growth
    - Belonging To The Community
    - Love Takes on New Meaning

16. The Economics of Parenthood
    - Laying the Groundwork
    - Nine Months To Get Ready
    - Now There Are Three
    - Baby Begins To Grow
    - It's Time For School

17. Food and Nutrition
    - The Foundation of Health
    - Good Nutrition Before Birth
    - The Balanced Diet
    - Nutrition: Good and Bad
    - Judging For Yourself

18. Play and Self-Expression
    - The Importance of Play
    - Play and Learning About Oneself
    - Play and Learning About the World
    - Play and Parent/Child Relations
    - Play and Peer Relations

19. Health and Safety
    - How Careful Is Safe?
    - The Explorer
    - Out In The Big World
    - When A Child Is Ill
    - When Minutes Count

20. Love And Identity
    - The Subject Is Love
    - The Need For Attention
    - Food and Love: Food Misunderstood
    - Love and Independence
    - The Oedipal Phase

21. Everyday Problems Of Young Children
    - When Children Disobey
    - When Children Are Aggressive
    - When Children Do Worrisome Things
    - When Children Are Afraid
    - When Children Begin School